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TITLE: Development and Evaluation of Veteran Supportive Supervisor Training (VSST): Improving Reintegration of the Oregon National Guard and Reserves in the Workplace

PRINCIPAL INVESTIGATOR: Leslie Hammer

CONTRACTING ORGANIZATION: Portland State University
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INTRODUCTION:

The funded research project, **Study for Employment Retention of Veterans (SERVe)**, addresses reintegration and retention in the civilian workforce, among post-9/11 era veterans. The main goal of the proposed study is to develop and test the effectiveness of a **Veteran Supportive Supervisory Training (VSST)**, a supervisor training and behavioral self-monitoring designed to increase supervisor support for veterans, particularly following deployment. Specifically, we will examine the effects of the supervisory training on the veteran worker health and well-being, family (specifically spouse/partner) health and well-being, and organizational outcomes at baseline, and then 6-, and 12-months later. In addition, we will be conducting a Daily Family Study with a subsample of veterans and their spouse/partners to examine in more depth, daily stressors experienced in the family domain and how they spill over to work.

Much of Year 1 has been devoted to the development of study protocol materials, presenting information about the study to stakeholders across the state of Oregon, and on recruitment of our first group of employers, all in anticipation for data collection that begins in March, 2014. We have garnered exceptional support every step of the way and including statements of support from the Oregon Governor John Kitzhaber, Former Governor Ted Kulongoski, Oregon National Guard Adjutant General Daniel Hokanson, Multnomah County Task Force on Veteran Affairs, and Cameron Smith, Director, Oregon Department of Veteran's Affairs. We are pleased to report that we have accomplished all study activities in our Statement of Work for Year 1.

BODY: This section of the report shall describe the research accomplishments associated with each task outlined in the approved Statement of Work, see Appendix A. An updated Statement of Work will be sent separately to our program officer.

STATEMENT OF WORK – YEAR 1

1. Hire necessary personnel for project

- a. The following personnel constitute the original core research team for this project, beginning in February 2013.
 - i. Portland State University
 - Leslie Hammer, PhD, Primary Investigator
 - Krista Brockwood, PhD, Project Manager/Senior Researcher, Veteran, US Army (1988-1992)
 - Todd Bodner, PhD, Co-Investigator
 - Cynthia Mohr, PhD, Co-Investigator
 - Cameron McCabe, Graduate Assistant
 - Sheldon Levy, PhD, Project Coordinator
 - ii. Oregon Health and Science University (OHSU)/ Portland VA Medical Center (PVAMC)
 - Kathleen Carlson, Principal Investigator, OHSU/ PVAMC
 - Kent Anger, Principal Investigator, Northwest Education Training & Assessment (NwETA)/OHSU
 - Ryan Olson, Co-Investigator, OHSU
 - Brad Wipfli, Senior Research Associate, OHSU
- b. The following personnel were hired during Year 1 to assist, in their respective roles, towards the success of this project. Any new personnel who have direct contact with participants or data have completed a Human Subjects training course. See attached for CVs and Human Subjects Certification, *Appendix B*.
 - i. Michelle Matthews, MSW, Veteran, USAF
 - Michelle was hired as the *Military Project Coordinator*. She is overseeing the veteran outreach and coordinating an overall public relations strategy for SERVe. She completed her internship at the Portland VA Medical Center and has a background in mental health issues with veterans.
 - ii. Scott Thurman, *Military Research Assistant*, Veteran - ORNG
 - Scott is currently in the National Guard and recently graduated from Western Oregon University, and is our Military Research Assistant. He is working on employer recruitment, as well as veteran recruitment within participating employers.
 - iii. Phoenix Rainbird, *Research Analyst*

- Phoenix is a Research Assistant, primarily responsible for coordinating, matching, and monitoring incoming data. She is a summa cum laude graduate of PSU and plans on applying to the OHP program next year.
- c. Several graduate and undergraduate students have also been hired onto the project to assist with various research-related tasks throughout Year 1.
 - Sarah Arpin, Graduate Assistant
 - Gil Brady, Graduate Assistant, Veteran ORNG
 - MacKenna Perry, Graduate Assistant
 - Nathan Rochester, Undergraduate Assistant
 - Kathleen Steppe, Undergraduate Assistant
- d. We have also hired several part-time employer recruitment consultants who have sales backgrounds to work with interested organizations, as well as one new Public Relations Consultant and a graphic designer consultant to help with study promotional materials. They will not have access to data; they are solely on the employer recruiting and marketing end. These people have filled part of the role originally expected of Dr. Ellen Kossek, however, we realized that the employer recruitment required a face to face element that was not possible for Dr. Kossek. Thus, some of the funding that was allocated to her was redistributed to these consultants.
 - Martin Baker, Public Relations Consultant
 - Kindy Pool, Graphic Designer Consultant
 - Bob Elliot, COL (ret), Employer Recruitment Consultant, Veteran - ORNG
 - James Moran, Employer Recruitment Consultant, Veteran, USAF
 - Monica Brenner, Employer Recruitment Consultant
 - Rick Keller, Employer Recruitment Consultant

2. Allow for regulatory review on human subjects

- a. We have received approval of our initial proposal from all necessary parties, including Portland State University, OHSU/Portland VA Medical Center and the Department of Defense. See dates listed below.
- b. IRB approving authorities and approval dates:
 - i. Department of Defense (DoD) – June 18, 2013
 - ii. Portland State University (PSU) – February 1, 2013
 - iii. Oregon Health & Science University/ Portland VA Medical Center – June 12, 2013 and July 2, 2013 respectively

- c. We are also in the process of submitting our final measures and updated recruitment protocols. Any significant updates are being shared with the DOD IRB as well.

3. Conduct focus groups with veterans and spouses or partners of veterans

- a. On the dates of August 12th-13th, 2013 two focus groups were held, one with veterans and another with spouses or partners of veterans. Participants were recruited through the PSU Veteran Resource Center, as well as through some personal contacts in the Portland area.
 - i. In the veteran focus group, 8 males and 1 female veteran participated. Ages were not given. Military affiliations were representative of all branches of the United States military except the U.S. Navy.
 - ii. In addition, one-on-one interviews were conducted with 4 males and 1 female veteran, one of whom had been in the focus group as well. Ages ranged from 28 to 49.
 - iii. Six individuals attended the spouse/partner focus group, 5 female and 1 male. No ages were given. Additionally, 2 interviews were conducted over the phone, one of which was a follow up with a participant of the focus group.
- b. Altogether, a total of 19 participants were interviewed (one person was in both the spouse focus group and did a follow up interview). Information collected during these focus groups and interviews were transcribed and themes and behaviors identified and used in survey development and training development. See *Appendix C*.

4. Write up descriptive report on veteran and spouse focus groups and interviews

- a. Within descriptive reports and transcripts written from veteran and spouse or partner focus group interviews, commonalities were present and noted. Such common themes that were presented can be summarized as:
 - Work environment
 - Civilian employers do not fully understand how military experience translates to the civilian workplace
 - Civilian work environments are perceived to be less structured when compared to military experience; initiative and strong leadership skills are not always welcomed.
 - Veterans generally perceive they have a stronger work ethic, and better organizational and time management skills compared to non-veteran employees. They suggest that supervisor flexibility would be well tolerated.

- Veterans felt that lack of direct experience or training was not a barrier to successful job completion, due to the military's reliance on on-the-job training
- Civilian life
 - Veterans generally do not desire special treatment and do not want to be stereotyped.
 - Veterans and spouses perceived a lack of understanding of military culture, particularly regarding the National Guard and Reserve Components among civilians.
 - Military families perceive a lack of supportive services both during and after deployment.
 - Military spouses and partners felt unprepared for their service member's return from military duty
 - Suicide, PTSD and stigma surrounding mental health treatment are significant sources of stress for military families.
- b. These findings are consistent with stressors discussed in previous research and literature reviews cited in the current research proposal. Common themes were used to inform the surveys, Daily Family Study interviews, and supervisor training. There were no problems to note from either cohort focus group interview.

5. Develop participant survey and family diary interview recruitment protocols

- a. Development of participant recruitment protocols was led by Krista Brockwood for employers and supervisors, and Cynthia Mohr for spouses/partners with assistance from Leslie Hammer, Kathleen Carlson, Sheldon Levy, Cameron McCabe, Sarah Arpin, Phoenix Rainbird and Gil Brady. Veteran recruitment/Public Relations is led by Michelle Matthews.
- b. Extensive research and pilot testing was conducted to create all recruitment materials and we worked closely with a public relations specialist and graphic designer. We also sought input from our Advisory Board Members and Consultants. This process took place between March 2013 and October 2013. See *Appendix D* for copies of employer, veteran, and spouse recruitment materials.
- c. An Employer Recruitment training was developed to and implemented in October 2013 to train all members of our team who were tasked with employer recruitment. See *Appendix E* for Employer Recruitment Training Manual.
- d. Originally, our intention was to directly recruit National Guard and Reserve service members at planned health screenings, and have them complete surveys on drill time, then follow up with their supervisor to participate. After attending some of the events, as well as thinking about the implications of timing the yoking of their data with a participating supervisor, we have changed this strategy to better fit the needs

of the study. Please see **Table 1** for a list of our key meetings and presentations over the past year that have contributed to our recruitment process.

- e. Employer-Centric Strategy led by Project Manager Krista Brockwood and Military Research Assistant, Scott Thurman:
 - i. Now, our primary recruitment focus is the **employer**. We have a team who is connecting with both public and private employers across the state of Oregon, working personal contacts, through partners, and lists of veteran-friendly organizations. We are also attending many events, such as Chamber of Commerce Sponsored Hire our Heroes job fair at the Portland Convention Center November 14, 2014, employment conferences such as the Bureau of Labor and Industries Employment Law conference December 5-6 where we had a table display of our study and spoke during the lunchtime presentation time about the study to a crowd over 300 employer representatives, the Portland Human Resource Management Association presentation about the study November 20, 2014; Department of Employment Veterans' Conference November 19-20 presentation and table display, to inform employers about SERVe.
 - ii. Once an employer has signed on, we work with them to determine the best methods of communicating with employees and supervisors about participating in SERVe (see *Appendix F* for templates of email/letters from top brass to all employees, to supervisors, to potential veteran employees).
- f. **Employer Commitments**

To date, the following organizations have committed to enrolling for our first wave of data collection:

 - i. Columbia Distributing
 - ii. Haney Truck Line
 - iii. Eastern Oregon University
 - iv. Pioneer Wiping Cloth
 - v. Slayden Construction, Inc.
 - vi. Linn-Benton Community College
 - vii. Eid Passport, Inc.
- g. Five organizations are confirmed for our second wave:
 - i. Southwestern Oregon Community College
 - ii. Intel
 - iii. Oregon State Police
 - iv. City of Salem
 - v. JL Aviation
- h. Several other organizations are in final discussions and very interested:
 - i. Department of Administrative Services
 - ii. Multnomah County

- iii. Columbia Helicopters
 - iv. Cambia Health Solutions
 - v. Oil Can Henry's
 - vi. Kaiser Permanente
 - vii. Advantis Credit Union
 - viii. Comcast
- g. Veteran-Centric – outreach and Public Relations efforts led by our Military Project Coordinator, Michelle Matthews
 - a. We are still attending many of the veteran events, but not doing direct recruitment here. We are distributing brochures and asking people if they are employed and where, which allows us to target employers who have qualifying veterans. We do not use the name of the veteran when approaching an employer, simply that they were identified as being 'veteran-friendly'.
 - b. We are also reaching out through individual units and their family representatives.
 - c. Inclusion criteria for veteran employees. Based on feedback during the IPA in August, we have adjusted our inclusion criteria slightly.
 - i. To be eligible to participate in the surveys, veteran employees have to:
 - 1. Be currently in the National Guard/Reserves OR be separated from NG/R or Active Duty **after** December 31, 2001.
 - 2. Be currently employed at least 20 hours per week
 - 3. We are removing the deployment criterion for now and will track this and do subgroup analyses.
- h. **Develop survey and family diary interview protocols and finalize instruments**
 - a. Development of survey instruments was led by Todd Bodner and Cynthia Mohr with input from Leslie Hammer, Kathleen Carlson, Krista Brockwood, MacKenna Perry, Cameron McCabe, Sarah Arpin, Nathan Rochester, Gil Brady and Sarah Haverly.
 - i. The baseline and follow up surveys were developed based on previous work by Drs. Hammer and Mohr, an extensive review of the literature including much of the research conducted by the WRAIR personnel, as well as consultation with our Advisory Board Members and Consultants.
 - ii. The daily family survey is based largely on Dr. Mohr's previously funded daily studies (NIH grant), through which she has investigated daily processes related to work-related stress and mood, health behaviors, social interactions and relationship functioning (Mohr et al., 2008; Mohr et al., 2013). Additionally, we drew from existing daily dyadic research, which has assessed close relationship processes including intimacy development and social support by collecting self-report data from both members of romantic couples (i.e. Laurenceau et al., 1998); and from statistical theory and

methods which allow for the assessment of spill-over and cross-over effects within romantic couples (APIM; Kenny & Cook, 2005).

- b. An updated list of measures and survey pilot was approved by the Portland State IRB on 12/9/13. Final list of measures will be submitted at the end of February, including surveys for spouses, supervisors and the Daily Family Study. See *Appendix G*.
- c. No specific issues were seen during development, besides anticipated challenges in developing a protocol which would allow shift workers to complete their daily surveys outside of the survey time window. No unanticipated technical issues have been found.
- d. Survey Delivery
 - i. Data collection will be online through Qualtrics, an online survey creation and delivery system. This system is supported by Portland State University and is available for free for researchers at the institution. Paper copies will be made available to those without Internet connection.
 - ii. Veteran Surveys have been programmed into Qualtrics, and have been pilot tested among the Portland State University Viking Vets group. The survey is currently being tested by the SERVe team for technical issues.
- e. Survey Timing
 - i. We are adjusting the timing of the follow up surveys from 6- and 12-months after baseline to 3- and 9-months after baseline and have received preliminary support from JPC and the formal approval is pending. We are doing this for two reasons:
 - 1. Three months after baseline is just a couple of weeks after the supervisory training for the control group, which allows us to test the immediate effects of the training, then test distal effects at the 9-month mark. In retrospect, the research team felt that we wouldn't be capturing these immediate effects if we waited until 6 months, which is about 3 ½ months after the training.
 - 2. The control group is a waitlist control, and these employers will receive the training after the last wave of data collection. For employers we are currently recruiting, waiting for the training for over a year was a significant hindrance to their willingness to participate in the study. While waiting until the 9 month mark is still a significant amount of time, it was more palatable. We did not want to risk losing an interested employer due to this issue and this adjustment to 9 months has helped.
- f. Survey Compensation
 - i. As we are no longer collecting survey data while soldiers are on drill time, we will be asking them to complete the survey off work time and compensating them a \$25 gift card for each survey (as well as spouses). This will result in our need to compensate ALL participants given all will be participating off of

drill time. This additional expense will be offset by our removal of incentives for the supervisors, given they are being asked to complete the survey and training during company time.

- ii. Compensation plans for the Daily Family Study has not changed since the original proposal was submitted. Couples can earn an additional \$180 by participating in the DFS.

i. Develop veteran-supportive supervisory training (VSST) content

Dr. Leslie Hammer, along with contributions from Dr. Sheldon Levy, Phoenix Rainbird, Kent Anger, and other team members is continuing to develop and refine content, based on previous works and success found in Family Supportive Supervisor Behavior (FSSB) training, as well as information drawn from extensive literature reviews, for the Veteran-Supportive Supervisor Training (VSST). VSST has been reviewed by subject matter experts (i.e., Michelle Matthews and Scott Thurman on the SERVe team, and Subject Matter Experts from both academic and industry fields). Training content will be delivered through cTRAIN which is a self-paced, online delivery platform developed by NwETA. At this time there are no problems to note. See *Appendix H* for VSST content demo.

j. Develop and maintain website

- a. We have worked with OpenSourcery, a web-development company, to create a SERVe website: www.servestudy.org. The intention of this public side of the website is to inform the public about the study and to provide information on local resources for employers, veterans, and spouses. The public website has been live since October, 2013.
- b. The website will also include a secure login portion and be used as the training delivery platform for the VSST. This will include a secure link to the cTRAIN program, where supervisors will complete the online training portion, then link back to the website for the behavior tracking portion. Kent Anger has been working with OpenSourcery on the interface between cTRAIN and the SERVe training website.
- c. Brad Wipfli and Michelle Matthews are primarily responsible for populating the website with public content and continue to meet with OpenSourcery on a weekly basis.

k. Hold Advisory Board Meeting for feedback on study protocols and training content

- a. The first Annual meeting of the Advisory Board was held on August 7, 2013, at Portland State University. Members of the Advisory Board, with representatives from military, science, employers, and support services, reviewed key components of the project and provided extensive feedback. Over 30 people attended the all-day meeting, with others included on the phone. See *Appendix I* for a list of board members along with respective titles and affiliations and meeting agenda.

- b. The purpose of this meeting was to discuss and obtain feedback on study protocols and training content. The feedback obtained from this meeting was used to refine employer and veteran recruitment protocols as well as content for the Veteran-Supportive Supervisor Training. See *Appendix J* for Advisory Board agenda.

KEY RESEARCH ACCOMPLISHMENTS: Bulleted list of key research accomplishments emanating from this research.

REPORTABLE OUTCOMES: Provide a list of reportable outcomes that have resulted from this research to include:

- The Principal Investigator, Dr. Leslie Hammer attended and presented an overview of the study in a symposium entitled at the annual meeting of the American Psychological Association:

Hammer, L. B. *NG/RC Reintegration Into the Civilian Workforce: The Critical Role of Supervisors*. Paper presented at the American Psychological Association Annual Meeting, Honolulu, HI, August 2013.

- **Meetings, Presentations and Relationship Development:** Below is Table 1 listing the dates of key meetings and presentations over the past year:

Date	Audience	SERVE member(s)	Type/Purpose
4/18/13	Governor Kulingoski/ Cameron Smith	Drs. Hammer, Brockwood and Levy	Recruitment and Employer Outreach
4/23/13, 6/18/13, 10/1/13, 12/10/13,	Oregon National Guard Reintegration Team (J-9)	Research Staff	Presentation and ongoing collaboration
4/23/13	Tom Mann, Administrator, Oregon Department of Veteran Affairs	Drs. Hammer, Brockwood and Levy	Recruitment and Employer Outreach - Partner
4/25- 26/14	National Research Summit on Reserve Component Military Families in Ann Arbor, MI	Drs. Mohr and Levy	Military family research
5/1/13	Craig Snitker, NW Representative for Hero2Hired	Dr. Brockwood	Recruitment - Partner
5/1/13	Gary Dominick - Oregon Employment Department Greg Iver – Oregon Employer Council	Dr. Brockwood	Employer Outreach – Partner
5/1/13	Twyla Lawson, Senior HR – Oregon Department of Administrative Affairs	Dr. Brockwood	Employer Recruitment – connection to all Oregon State agencies

Date	Audience	SERVe member(s)	Type/Purpose
5/30/13	COL Lundgren and 1SG Lundy, Oregon Army Reserve	Dr. Brockwood	Veteran Recruitment – Oregon Reserves
6/14/13	Governors Executive Briefing	Dr. Hammer, Dr. Brockwood, Michelle Matthews	Presentation and table – Employer Recruitment
7/22/13	PSU Veteran Resource Center	Research Team	Veteran Recruitment - Partner
9/15/13	Army Family Reserves Day - Oregon	Research Team	Table - Spouse/Veteran Outreach
9/27/13	ORNG Senior Leadership Conference	Dr. Hammer, Dr. Brockwood	Table - Veteran Outreach and Partnering with Senior Leadership
10/1/13	PSU Viking Vets – Welcome Reception	Dr. Brockwood, Gil Brady	Table - Veteran Outreach
10/26-10/27/13	PHA – Salem	Michelle Matthews, Phoenix Rainbird	Veteran Outreach
11/1/13	Oregon Employment Council	Dr. Brockwood	Employer Outreach
11/2 – 11/3/13	PHA – Camp Rilea	Michelle Matthews Derrick Thomas	Veteran Outreach
11/2 – 11/3/13	PHA – Bend	Dr. Brockwood James Moran	Veteran Outreach
11/4/13	Multnomah County Task Force	Michelle Matthews	Presentation
11/6/13	Women’s Clinic/ Primary Care	Michelle Matthews	Veteran Outreach
11/8/13	Department of Administrative Services	Dr. Brockwood	Employer Recruitment
11/11/13	Multnomah Community Covenant	Dr. Hammer	Veteran/Employer Outreach
11/14/13	Hire Our Heroes Job Fair	Dr. Hammer Monica Brenner	Table – Employer Recruitment
11/15 – 11/17/13	PHA – Salem	Michelle Matthews	Veteran Outreach
11/15/13	Eastern Oregon University	Dr. Brockwood	Employer Recruitment
11/18/13	Job Transition Assistance Program	Michelle Matthews	Veteran Outreach
11/19/13	Department of Employment Veteran Employment Conference	Dr. Brockwood	Presentation and Outreach

Date	Audience	SERVe member(s)	Type/Purpose
11/20/13	Portland Human Resources Management Association	Dr. Brockwood	Presentation and Networking
11/21/13	Columbia Distributing	Dr. Brockwood	Employer Recruitment
12/3/13	Oregon Department of Administrative Services, Enterprise Leadership Team	Dr. Hammer, Dr. Brockwood, Michelle Matthews, Scott Thurman	Presentation/Employer Recruitment
12/3/13	Senate Veteran Affairs Committee	Michelle Matthews	Presentation
12/4/13	Department of Administrative Affairs – Human Resources meeting	Dr. Brockwood, Scott Thurman	Employer Recruitment
12/5/13	BOLI employment law conference	Monica Brenner	Table/Employer Recruitment
12/13/13	Association of Counties	Michelle Matthews	Presentation/Partner outreach
12/13/13	Captain Christiansen – J-9 Veteran outreach	Michelle Matthews	Reserve Component and Separated veteran outreach
12/18/13	Jennifer Hibbs – Air National Guard and Reserve Units	Michelle Matthews	Veteran Outreach
12/19/13	Army Reserve Ambassadors	Dr. Brockwood	Veteran Outreach
12/20/13	Sen. Ron Wyden and Jonathan Sanford	Michelle Matthews	Public Relations video production
12/20/13	Cambia Corporation	D. Hammer, Michelle Matthews	Employer Recruitment
1/7/14	Returning Veteran's Project	Michelle Matthews	Presentation
1/7/14	City of Salem	Dr. Brockwood, Scott Thurman	Employer Recruitment
1/9/14	Slayden Construction	Dr. Brockwood, Monica Brenner	Employer Recruitment
1/10/14	Haney Trucking	Dr. Brockwood, Monica Brenner	Employer Recruitment
1/14/14	Heather Miewald – County Veteran Service Officers	Michelle Matthews	Veteran Outreach
1/16/14	House Veteran Committee	Michelle Matthews	Presentation
1/16/14	Oil Can Henry	Dr. Brockwood, Monica Brenner, Rick Keller	Employer Recruitment

Date	Audience	SERVE member(s)	Type/Purpose
1/16/14	Oregon Dept. of Transportation	Dr. Brockwood, Rick Keller	Employer Recruitment
1/23/14	Oregon Support Network	Michelle Matthews	Presentation
2/4/14	Linn Benton Community College managers	Scott Thurman	Presentation
2/11/14	JL Aviation	Scott Thurman	Presentation
2/19/14	Anderson Readiness Center	Michelle Matthews	Presentation
2/27/14	Multnomah County Human Resources Department	Michelle Matthews	Presentation

Additional information on major meetings/presentations:

- The Principal Investigator, Dr. Leslie Hammer was invited to give a formal presentation about SERVe at the Oregon National Guard Governor's Executive Briefing on June 14th 2013, a major meeting run by the ORNG with over 250 veteran-friendly employers in the State of Oregon. We were also invited to have a display table for the project at the meeting.
- The Principal Investigator, Dr. Leslie Hammer, hosted a meeting and a talk by Dr. Paul Bliese, Director, Center for Military Psychiatry and Neuroscience at WRAIR, with the SERVe team and other faculty and students at Portland State University.
- The Principal Investigator, Dr. Leslie Hammer, the Project Manager, Dr. Krista Brockwood, and Col (Ret) Bob Elliot were invited by the J9 Team to attend the opening day and dinner at the Oregon National Guard Senior Leadership Workshop at Camp Rilea in Warrenton, OR. The SERVe team members met many key senior leaders in the ORNG personally, including the new Adjutant General Hokanson. Chaplain Larkin from the J9 team, also discussed the importance of the SERVe project to leadership team.
- The SERVe team has attended several Periodic Health Assessments (PHAs) with the ORNG – on the advice of the J9 team, we have determined these events are ideal for talking with soldiers about the SERVe project and getting a soft commitment for participation. If they are willing, soldiers are providing their contact information, as well as their employer name so we can potentially recruit their employer to be part of the study. We have attended PHAs in Salem, Bend and Camp Rilea, OR. There is one more in November, then several through April of 2014.
- Dr. Brockwood met with Gary Dominic, of the Oregon Department of Employment and Greg Ivers, Director of the Oregon Employer Council (OEC) to discuss how the DOE and OEC can partner with SERVe in recruiting Oregon employers. Dr. Brockwood provided flyers and brochures to be disseminated. Based on this

meeting, Dr. Brockwood is planning on presenting to some of the individual OEC chapters in Oregon, starting with those in the Portland area, as well as attending and presenting at the DOE Veterans' Conference in November, and the OEC State Conference in May 2014.

- Dr. Brockwood met with Twyla Lawson and Susan Hoeye, both Senior HR Consultants for the Department of Administrative Services (DAS), and Jenn Rogers, Statewide Recruitment Analyst for DAS in early November to further discuss DAS's role in SERVe - both as an employer and as a partner to reach other Oregon State agencies. They are very interested and excited about SERVe. A follow up meeting with Michael Jordan, Director of DAS and the Principal Investigator, Dr. Leslie Hammer is currently being planned.
- Dr. Cynthia Mohr, leader on the Daily Family Study, along with Cameron McCabe, a Graduate Research Assistant, attended and presented at a meeting of military family support coordinators for the State of Oregon, at the invitation of Michelle Kochosky, State Family Program Director for the ORNG.
- Dr. Hammer presented to the heads of Oregon State agencies. Oregon Department of Administrative Services, Enterprise Leadership Team meeting, December 3, 2013

CONCLUSION

In conclusion, while we have not yet begun formal data collection and therefore do not have results to report, we are very pleased with our progress during Year 1. We have completed development of study protocol materials, develop an extensive outreach effort by presenting information about the study to stakeholders across the state of Oregon in anticipation that this outreach would provide employers and veterans' information on SERVe in advance of study recruitment and would result in increased participation rates. We are pleased to report that we have accomplished all study activities listed in the SOW for Year 1.

LIST OF APPENDICES

<u>Appendix</u>	<u>Title</u>	<u>Page</u>
A	Statement of Work	19
B	Research Team CVs and Human Subject Certification	25
b1	Michelle Matthews	26
b2	Scott Thurman	31
b3	Phoenix Rainbird	35
C	Focus Group Protocol	38
D	Recruitment Materials	43
d1	Employer Recruitment	44
d2	Veteran Recruitment	53
d3	Spouse/Partner Recruitment	58
E	Employer Recruitment Team Handbook	61
F	Email Templates	86
f1	Memo from Organization	87
f2	Supervisors - Mandatory Training	88
f3	Supervisors - Voluntary Training	89
f4	Veterans	90
G	Measures	91
g1	Supervisor	92
g2	Veteran	94
g3	Spouse	107
H	Veteran-Supportive Supervisor Training (VSST)	122
I	SERVE Advisory Board Members	164
J	Advisory Board Agenda	167

Appendix A.
Statement of
Work

STATEMENT OF WORK: UPDATE 12/6/12

1. Specific Aims of Proposal

The proposed research project addresses veteran reintegration and retention in the civilian workforce, health, and work outcomes among National Guard (NG) and Reserve Component (RC) veterans and their spouse/partners. Specifically the study aims include:

- a. Development of a supervisory training intervention called VSST: *Veteran-Supportive Supervisor Training, empirically based and designed to increase supervisor support for NG and RC veterans who have entered/re-entered the workforce following deployment overseas or domestically.*
- b. Implement the VSST Training among a randomized sample of civilian supervisors of returning NG and RC veterans.
- c. Using a randomized clinical trial (RCT), empirically test the effectiveness of the VSST training on veteran worker health and well-being, spouse/partner health and well-being, and organizational outcomes.
- d. Conduct family diary interviews with all veteran-spouse dyads prior to the intervention implementation, providing an in-depth investigation into the workplace and family reintegration process.
- e. Develop a VSST website and training package for information and dissemination.
- f. Disseminate the results of the study to military units in Oregon and nationally, national human resource organizations and the scientific research community.

Inclusion criteria for participation: In order to potentially reduce the number of employers needed to recruit for the study, we are focusing on veterans who are employed in a company with 50 or more employees. Additional criteria include that the veteran be deployed in OEF/OIF/OND, currently employed in a position with a supervisor who agrees to participate, and that the participants are at least 18 years old.

2. Scope of Work and Deliverables

Below is a table of work to be accomplished during the study period, with deliverables highlighted with *, year in which the work is to be done, and the specific aim above that is aligned with the task and the site/subcontractor responsible. Portland State University (PSU), Oregon Health and Science University (OHSU), Northwest Educational Assessment and Training (NwETA).

Task	Year(s)	Specific Aim(s)	Center(s)
Hire necessary personnel for project	1	a-e	PSU/OHSU
Allow for regulatory review on human subjects	1	a-d	All
Develop focus group and interview protocols for	1	a	PSU/OHSU

supervisors and veterans*			
Conduct focus groups with supervisors and veterans	1	a	PSU/OHSU
Write up descriptive report on veteran and supervisor focus groups and interviews*	1	a	PSU
Develop survey and family diary interview recruitment protocols*	1	b-d	PSU
Develop survey and family diary interview protocols and finalize instruments *	1	b-d	PSU
Develop veteran-supportive supervisory training (VSST) content - supervisor and veteran*	1	a	PSU, OHSU, NwETA
Develop and maintain website*	1-5	e,f	PSU
Hold Advisory Board Meeting for feedback on study protocols and training content	1	a-d	PSU
Incorporate Advisory Board feedback to study protocols and training content	1	a-d	PSU
Recruit and randomize PHASE 1 group (250 veterans, their spouses, and their supervisors)	2	c,d	PSU,OHSU
Baseline survey and family diary interview data collection PHASE 1 veterans and spouses	2	c,d	PSU
Clean data and run preliminary analyses, write descriptive report on PHASE 1 baseline data*	2	c,d	PSU
Incorporate additional information from baseline data collection into intervention	2	a	PSU,OHSU, NwETA
Implement intervention to Phase 1 supervisors and veterans	2	b	PSU
Advisory Board meeting - month 12	2	all	PSU
Recruit and randomize PHASE 2 group (250 veterans, their spouses, and their supervisors)	3	c,d	PSU, OHSU
Baseline survey and family diary interview data collection PHASE 2 veteran and spouses	3	c,d	PSU, OHSU
Clean data and run preliminary analyses, write descriptive report on PHASE 2 baseline data*	3	c,d	PSU
6 month follow up (survey data collection) for PHASE 1 group	3	c	PSU
Implement intervention to Phase 2 supervisors and veterans	3	b	PSU, OHSU, NwETA
Implement intervention to Phase 1 waitlisted supervisors and veterans	3	b	PSU, OHSU, NwETA
Clean data, run analyses and write descriptive report on PHASE 1 group intervention effects*	3	c,f	PSU
Advisory Board Meeting	3	all	PSU
6 month follow up (survey data collection) for PHASE 2 group	4	c	PSU
Implement intervention to Phase 2 waitlisted supervisors and veterans	4	b	PSU, OHSU, NwETA
Clean data, run analyses and write descriptive report	4	c,f	PSU

on PHASE 2 group intervention effects*			
Advisory Board Meeting	4	all	PSU
Prepare dissemination materials including training package*	4	e,f	PSU, OHSU, NwETA
12 month follow up (survey data collection) for PHASE 1 group	5	c	PSU
Work with Society for Human Resource Management on dissemination outlets for VSST *	5	f	PSU
Submit journal articles on intervention effects*	4-5	c,f	PSU, OHSU, NwETA
Submit journal articles on family diary outcomes*	4-5	d,f	PSU
12 month follow up (survey data collection) for PHASE 2 group	5	c	PSU
Clean data, run analyses and write descriptive report on 12 month findings*	5	c,f	PSU, OHSU, NwETA
Present report of results to military/NG in Oregon and nationally*	5	f	PSU, OHSU
Write reports on overall intervention effects and daily diary study outcomes*	5	c,e,f	PSU, OHSU, NwETA
Final Advisory Board meeting	5	f	PSU

3. Number of research subjects projected for each task

We anticipate a 20% attrition rate per wave for the survey.

	YEAR 1	2	3	4	5
	Focus Groups				
Baseline	16 veterans 16 Supervisors Enrolled	Phase 1: 125 experimental 125 control Veterans; 125 experimental 125 control Supervisors; 45 experimental 45 control Spouses Enrolled	Phase 2: 125 experimental 125 control Veterans; 125 experimental 125 control Supervisors; 45 experimental 45 control Spouses Enrolled		
Family Diary		45 experimental 45 control Veterans; 45 experimental 45 control	45 experimental 45 control Veterans; 45 experimental 45 control		

		Spouses Enrolled 80% compliance during diary	Spouses Enrolled 80% compliance during diary		
6 mos*			Phase 1: 100 experimental 100 control Veterans; 100 experimental 100 control Supervisors; 36 experimental 36 control Spouses *20% attrition	Phase 2: 100 experimental 100 control Veterans; 100 experimental 100 control Supervisors; 36 experimental 36 control Spouses *20% attrition	
12 mos*				Phase 1: 80 experimental 80 control Veterans;; 80 experimental 80 control Supervisors; 29 experimental 29 control Spouses *20% attrition	Phase 1: 80 experimental 80 control Veterans;; 80 experimental 80 control Supervisors; 29 experimental 29 control Spouses *20% attrition

*Uses 20% attrition

4. Brief description of the expected outcomes from the experimental intervention

We expect the effects of VSST will be associated with more positive work and health outcomes such as lower turnover intentions and improved health reports of veterans in the intervention group compared to the control group. In addition the effects of VSST will be associated with improved family functioning as a result of positive spillover and crossover and reduced stress and strain at work leading to improved family outcomes such as marital quality, intimacy, improved reports of child behaviors and decreased reports of general family conflict.

We expect that the Veteran-Supportive Supervisor Training intervention will increase supervisor social support and decrease job strain for veterans, leading to positive impacts on psychological and physical veteran health, and family and organizational outcomes such as marital quality, organizational retention and job satisfaction. Furthermore, this is an applied research project with clear military and social significance and the effects will be dependent on organizational uptake in the long run. Thus, we plan to develop a national dissemination plan

through our partnership with the Society for Human Resource Management and other veteran groups including the U.S. Department of Labor. We expect to find that our theory-based, resilience-building, organizational-level intervention will help improve veterans' success in transitioning from the military to the civilian workplace, thereby reducing family stress, strain, and post-deployment adjustment difficulties, work-family conflict, and poor physical and mental health outcomes. Ultimately, we expect this increased support for veterans in the civilian workplace to contribute to the readiness and retention of our nation's NG/RC Forces. This initiative dovetails with many existing organizational efforts in the area of Work-Life Balance. Further, the study is expected to benefit society more broadly as we have both financial and homeland security interests in maximizing the workplace stability, job retention and positive health outcomes of our servicemen and women. Finally, this project will provide a fully-tested intervention to improve veteran retention in the workplace that is ready for national distribution.

In year we we will develop a website for the project and will maintain it throughout the life of the project. We plan to use the website to assist with VSST dissemination after the project is over. Furthermore, the VSST, logistics of implementation, and data collection (eg, training, self-monitoring, reaction surveys) will be tested and modified as needed over the course of the project. The value of the VSST intervention, data describing its effectiveness, and modified implementation procedures will be prepared as an Implementation Guide. At the midpoint of year 5 of the project, we will make available the VSST Implementation Guide, including the training and an editing program to modify the training, and the weSupport self-monitoring procedures and procedures for adapting weSupport to a new industry and/or company. These will be made available on our website and will also be disseminated more widely through a collaboration with the Society for Human Resource Management, a 250,000 member society of human resource professionals.

Appendix B.

Curriculum Vitae and Human Subjects Certification

for Newly Hired Full Time Staff

Michelle L. Matthews

7109 NE Broadway St

Portland, OR, 97213

(360) 350-8202

Mlmatthews1@yahoo.com

HIGHLIGHTS:

- Thurston County Realtors Government liaison to Washington State Legislature, 2004-2006.
- Managed and coordinated House Agricultural/Ecology Committee, Washington State Legislature, 2001.
- Governor's Internship, Washington State Lottery, Public Relations, 2001.
- Managed statewide environmental project reducing waste stream and earning a National Pollution Prevention Award from National Guard Bureau, 2000.
- Managed funds of 16 state and federal accounts at Washington Military Environmental Department, increased annual budget from \$300,000 to \$1.3 million dollars through teamwork, feedback and needs assessment.
- Initiated partnerships with public programs such as Audubon Society, Stream Team, Trout Limited, and Northwest Trek to educate military families on environmental awareness.
- Served as medic in high pace, high stress crisis situations and contributed to United States Air Forces in Europe Hospital of the Year, 1991-1992.
- Served in Medical Evacuation patient triage during Desert Storm.
- Outstanding Unit, United States Air Force in Europe, 1991, 1993: Hahn Air Base, Germany; RAF Upper Heyford, England.
- Squad Leader, Basic Military Training, Lackland Air Force Base, TX. Honor Graduate.

RELEVANT SKILLS & EXPERIENCE:

- Portland State University, Masters of Social Work and Public Health; Health Administration & Policy
- Mental Health First Aid Training
- Crisis Intervention Training, Crisis Clinic of Thurston and Mason counties
- Project Management

- Psycho-social-bio assessments for returning men and women from OEF/OIF/OND conflict.
- Experience in identifying needs, assisting to develop a care plan, and building the foundation of a lasting relationship with the VA system.
- Goal focused case management services to severely injured veterans and those struggling with readjustment concerns.
- Community outreach events and military culture presentations to DHS, schools, and fellow social workers.
- Co-facilitation of Military Sexual Trauma support group.
- Ongoing case management for complex cases
- Crisis counseling and resource guide for supporting veterans and their families throughout transition.
- Work with an inter-disciplinarian care team of psychologists, social workers, doctors and nurse practitioners.
- Familiar with Access, Word, and Access.

WORK HISTORY:

- VA Hospital, OEF/OIF Program, Social Work Intern, 2012-present
- Veteran Policy Intern, Congressman Blumenauer's Office, 2013
- Parkinson's Resources of Oregon, Social Work Intern 2011-2012
- South Sound Pet Nanny, Owner, 2006-2011
- Olympia Real Estate, Realtor, 2002-2006
- Office of Program Research, Legislative Assistant, 2001-2002
- Washington State Lottery, Governor's Internship in Public Relations, 2000
- Washington Military Department, Project Manager, 1998-2000
- Northwest EquiCARE Rehabilitation Program, Community Relations, 1995-98
- United States Air Force in Europe, Medic, 1989-1994

EDUCATION:

- Master of Social Work, Portland State University, 2013
- Bachelor of Arts, Psychology and Biology, The Evergreen State College, 2011
- Bachelor of Arts, Business, The Evergreen State College, 2001

PUBLIC SERVICE AND AFFILIATIONS:

- Board of Directors Member, Returning Veteran's Project
- Co-facilitator, Military Sexual Trauma support group, 2013
- Human Services Coalition, 2012
- National Association of Social Workers, Oregon, 2011-present
- Parkinson's Resources of Oregon Advocacy Committee, 2011-2012
- Pacific Northwest Neuropsychological Society, Member, 2011
- Crisis Clinic of Thurston and Mason counties, 2010-2011
- Sexual Assault Nurse Examiner On Call Volunteer, Safeplace Women's Shelter, 2005

HONORS

- **National Pollution Prevention Award for Small Environmental Office, National Guard Bureau, Washington D.C.**
- **Puget Sound NEW Leadership Conference, Full Scholarship, Center for Women and Democracy, University of Washington**
- **THRUST Academic Scholarship**
- **Achievement Medal, United States Air Force**
- **Outstanding Unit, United States Air Force in Europe 1991**
- **Honor Graduate, Basic Military Training, Lackland AFB, TX**
- **Governor's Intern, Public Relations, Washington State Lottery**
- **Truth and Justice: The 2013 Summit on Military Sexual Violence, Full scholarship**

CITI Collaborative Institutional Training Initiative

Social & Behavioral Research - Basic/Refresher Curriculum Completion Report

Printed on 7/26/2013

Learner: Michelle Matthews (username: hotyogagal)

Institution: Portland State University

Contact Information Department: Psychology

Email: mlm5@pdx.edu

Social & Behavioral Research - Basic/Refresher: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

Stage 1. Basic Course Passed on 07/20/13 (Ref # 10838150)

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	07/20/13	3/3 (100%)
Students in Research	07/20/13	6/10 (60%)
History and Ethical Principles - SBE	07/20/13	4/5 (80%)
Defining Research with Human Subjects - SBE	07/20/13	4/5 (80%)
The Regulations - SBE	07/20/13	5/5 (100%)
Assessing Risk - SBE	07/20/13	5/5 (100%)
Informed Consent - SBE	07/20/13	4/5 (80%)
Privacy and Confidentiality - SBE	07/20/13	5/5 (100%)
Research with Prisoners - SBE	07/20/13	4/4 (100%)
Research with Children - SBE	07/20/13	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBE	07/20/13	4/4 (100%)
International Research - SBE	07/20/13	3/3 (100%)
Internet Research - SBE	07/20/13	4/5 (80%)
International Studies	07/20/13	3/3 (100%)
Research and HIPAA Privacy Protections	07/20/13	3/5 (60%)
Vulnerable Subjects - Research Involving Workers/Employees	07/20/13	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects	07/20/13	4/5 (80%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research	07/20/13	3/3 (100%)

For this Completion Report to be valid, the learner listed above must be

affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

[Return](#)

Appendix C.

Focus Group Protocol

SERVE: Study for Employment Retention of Veterans

PI: Dr Leslie Hammer

Protocol: #122364

Description of Focus Groups

To better inform the Veteran Supportive Supervisory Training (VSST), we will be holding 2 focus groups, 1 with employed Oregon veterans and 1 with spouse/partners of such veterans. Additionally, we will be holding a conference call with several employers of veterans.

The purpose of the focus groups is to uncover the issues veterans encounter when reentering the workplace after being deployed. Specifically, we would like to ask them what supports their supervisor currently provides, how helpful they are, and what veterans wish their supervisors would do to support them. We will also be talking with groups of supervisors of returning veterans to get their perspective on what issues they have encountered as a supervisor, what they have done that seemed to have helped, and issues that have arisen from the culture of the organization as a whole.

Veterans will be recruited through Viking Vets here at PSU on FRIDAY, AUGUST 9. We are working with Ray Facundo at the Veteran Resource Center to recruit for the focus groups. We will hold the focus groups in at PSU. We anticipate 8-10 veterans and 8-10 spouse/partners. Each focus group is anticipated to last about 1 hour. Participants will be given \$25 gift cards at the end of the focus group.

Dr. Leslie Hammer, PI of the study, has been working with several employers during the course of the study and will be contacting them to hold a half an hour conference call using the questions below as a guide. Individual interviews will be conducted with employers who can't make the call if needed. No compensation will be offered.

Notes will be taken for each focus group and interview, as well as recorded and transcribed, but any identifying information will be removed. Demographic and background information listed in the beginning will be assessed through a brief questionnaire to save time.

Questions

VETERANS:

1. General background information on work, family situation and military experience (e.g, last deployment, military occupational specialty)
 - a. ***First, we'd like to get a sense of your military background? Please give us a quick snapshot – things like branch of service, years in, rank, deployments and MOS.***
2. Support given post-deployment. What helped and what didn't.
 - a. ***The major focus of this study is the types of support that civilian supervisors give to returning veterans. How supportive or helpful has your civilian supervisor been in your return to work? PROMPT: Can you give some specific examples of things s/he has done?***

- i. *What are some things you wish your supervisor had done that s/he perhaps didn't do?*
 - ii. *What are some things that your supervisor had done that you wished they hadn't?*
3. Discussion about the culture of their organization and if it made reintegration easier or harder.
 - a. *Let's talk about the culture of your workplace – what it is like to work there.*
 - i. *Are there a lot of other veterans at your workplace? Does your company seek out veterans – either retired or National Guard, Reserves – to work there?*
 - ii. *How does the culture you experience(d) in the military fit with the culture at your work? Does it help or hinder your reintegration?*
 - iii. *How do workplace policies support the NG/RC employees and their commitments to the military*
 - b. *What about your coworkers? Are they supportive of your military service?*
 - i. *Do you ever talk about what it was like when you were deployed? What does it feel like when someone asks you about your deployment?*
 - ii.
4. Supervisor support for issues around family and personal matters.
 - a. *We are also interested in how work demands affect family and how family affects work.*
 - i. *First, how would you say your work affects your family life? How does your family life affect your work?*
 - ii. *For those of you with a spouse or partner and/or children – was your employer supportive of them while you were deployed? In what ways?*
5. Big finish
 - a. *If there was one thing you would want your supervisor to do– whether he/she has done it or not – that supports you in your military service, what would that be and why?*
 - b. *What would be the one thing you would want your supervisor to know?*

SUPERVISORS:

1. General background information on work, family situation and experience with supervising veterans.
 - a. *Can you tell us first about your job – where you work, your job title and how long you've worked there? How many people do you supervise? Do you know how many of them are National Guard or Reservists?*
 - b. *Finally, do you have a military background?*
2. Issues and concerns about returning veteran employees.

- a. *Have there been any issues or concerns that you have had about returning National Guard/Reserve Employees?*
 - b. *If you have had any concerns, what did you do to handle them?*
 - c. *How comfortable are you in talking with your veteran employee(s) about their deployment and service in general? What about their ongoing NG/RC commitments?*
 - d. *How comfortable would you be if your veteran employee came to you with issues about their behavioral health, such as depression, anxiety, or alcohol dependence? Has this happened to you? How would you or how did you deal with it?*
 - e. *OPTIONAL: Are there ways, such as learned skills and abilities, that having military experience helps with working at your organization? What are those?*
3. Types of support they have found most helpful for assisting veterans reintegrate back into civilian work.
 - a. *As a supervisor, what do you see as your role in your veteran employee's re-entry after deployment?*
 - b. *In your experience, when working with your veteran employee, what types of support have you given that you have felt has been most beneficial to that employee? Why do you say that?*
 - c. *OPTIONAL: Has there been a situation when you've done something that you had intended to be helpful, but it backfired? Please describe.*
4. Discussion of any support and/or training they have received with regard to veteran's issues.
 - a. *Was or is there any information or training available at your company regarding returning veterans? What about other sources outside your company?*
 - i. *IF SO – What was most helpful? What was least helpful?*
 - ii. *IF NOT – Did you look for any training? Where did you look*
 - b. *What do you think other supervisors should know about returning National Guard/Reservists*
5. Discussion of how the culture at their organization is helpful or hindering to veterans.
 - a. *Do you feel that coworkers are supportive of the NG/RC employees and their commitments to the military? Why do you say this?*
 - b. *Should we ask about policies as part of 'culture' too? Like how do workplace policies support the NG/RC employees and their commitments to the military?*
6. Supporting family members of veterans.
 - a. *What do you see as your role in providing support for the family members of veteran employees?*

Spouse Focus Group Questions

1. Demographic questions (to be included in short introductory questionnaire)
 - a. How long have you been in a relationship with your partner/spouse?

- b. How long have you been living with your partner/spouse?
 - c. Do you have any children? If so, how many?
 - d. Did you begin your relationship before or after your partner/spouse enlisted in the National Guard?
 - e. How old are you?
 - f. Are you employed?
- 2. *Icebreaker*: Tell us something interesting/fun about yourself (go around the room)
- 3. What are some ways that your relationship has grown or gotten stronger since your partner/spouse returned from deployment?
 - a. What are some of the strengths of your relationship?
 - b. What are some fun things you do with your spouse/partner and/or as a family?
- 4. What are some things that have changed since your partner/spouse returned from deployment?
 - a. What are some of the day-to-day challenges faced by partners/spouses of veterans?
 - b. What are some of the day-to-day challenges faced by families of veterans?
- 5. In your opinion, what are some of the best ways to reach out to veterans and their families?
 - a. How do you usually hear about military family support services, family events, etc?
 - i. Which of these events/services have you found to be most helpful as the spouse of a veteran and why?

Appendix D.

Recruitment Materials



SERVE MISSION:

SERVE's goal is to improve the health and well-being of veterans and their families, and to increase retention of veterans in the workplace by training supervisors to better support their employed service members.

Employer Information Packet



Study for Employment Retention of Veterans

Supporting Oregon employers and their military service members – National Guard and Reserves



BE AN EMPLOYER OF CHOICE FOR OUR MILITARY SERVICE MEMBERS

Join the other pioneering employers in the State of Oregon and be a part of SERVe: The Study for Employment Retention of Veterans

SERVE Employers receive:

- FREE veteran-supportive training for supervisors
- Opportunity to participate in a ground-breaking pilot study
- SERVe Certification
- A more committed workforce

An investment of about an hour of self-paced, web-based training for supervisors will start you on the path!

JOIN US NOW

For more information, contact our team at: serve@pdx.edu

Website: www.servestudy.org



Funded by the Department of Defense



SERVE Overview

We invite you to be involved in a groundbreaking project that is focused on improving veteran health, well-being, and employment retention by training workplace supervisors on service member's strengths and challenges.

In 2013, the Department of Defense awarded Dr. Hammer and her interdisciplinary research team funding to launch the Study for Employment Retention of Veterans (SERVe). This unique and timely project is based on Dr. Hammer's twenty-plus years of research into work-family issues and evidence-based family supportive supervisor training (see attached Harvard Business Review).

In partnership with the Oregon National Guard and Oregon Health & Science University, SERVe's goal is to improve the health and well-being of veterans and their families, as well as to increase retention of veterans and reservists in the workplace by training supervisors to better support their employed service members.

This study will be conducted as a randomized control trial with pre- and post- training evaluation. The Veteran-Supportive Supervisor Training focuses on increasing support for veterans and their families in the civilian workforce with positive impacts expected to be found at both work and at home.

Supporting Oregon employers and their military service members – National Guard and Reserves



Frequently Asked Questions For Employers

- **What do we mean by a ‘veteran’?**
 - For this study, we are recruiting active or recently separated National Guard and Reserve Component members, and recently separated active duty service members. Service members must have deployed domestically or overseas post 9/11. We can help you identify who qualifies for our study.
- **Can my organization (business) participate even if I don’t know if there are any current National Guard/Reserve or other military veteran employees?**
 - Yes. The researchers will inform the employer that one or more National Guard/Reserve employees have identified themselves and would like to participate in the study. We will work with your company to identify and recruit qualifying veterans, in a way that protects their confidentiality if they wish.
- **Can I find out the name of the employee/employees who participate anonymously?**
 - No. The researchers cannot divulge the names of employee participants who wish to have their names remain confidential to the employer.
- **What if employee/employees want to participate but their supervisors do not?**
 - The employer can decide whether or not the *supervisor training* is mandatory for all supervisors. We will offer a certification for supervisors who complete the training, which can be added to their HR file. There is an additional brief survey for supervisors which is voluntary.

- **Must all supervisors in the organization (business) be required to participate if only one of the supervisors has a National Guard/Reserve employee participant that they are supervising?**
 - That is a choice of the employer. We encourage employers to consider having all supervisors participate in the training because we feel it will benefit all current and future employees as well as the supervisors by improving the organizational climate around support for military service members more generally. Additionally, aspects of the training are focused on supportive supervision that is beneficial to ALL employees.

- **How much time will this take?**
 - It will not take any employee time on the job. It will take approximately 1-2 hours of supervisor's time total, which includes taking a brief survey and for web-based training. There will be an additional few minutes each day for two weeks for supervisor's recording of their learned behaviors to assist with transfer of learning.

- **Can I find out how a specific supervisor did in their training or compared with other supervisors?**
 - No. Only group data for all supervisors in all organizations will be given to all employers. The employer will not be given the results of individual supervisor response to the training.

- **Will my organization (business) be individually identified in the results of this study?**
 - This is your choice. If you would like to be identified and known as a veteran-supportive employer, we will gladly promote your organization as a participant on our website and in our materials. If your company would like to remain confidential, we will certainly honor that. No business will know how they compared to other businesses by name.

More questions? Please contact our project staff at 503-725-8197 or serve@pdx.edu. Additionally, visit our website at www.servestudy.org.

FORETHOUGHT FRONTLINE WORKERS

Supervisor Work/Life Training Gets Results

by Ellen Ernst Kossek and Leslie B. Hammer

Reprint [F0811G](#)

Supervisor Work/Life Training Gets Results

by Ellen Ernst Kossek and Leslie B. Hammer

Teaching managers to be more supportive of their direct reports' work/life issues can be a simple and effective route to improving employee health and satisfaction, according to our multiyear study of hundreds of frontline workers and dozens of supervisors in middle-America supermarkets.

Supervisors are eager for such help: Many want to be supportive, but with companies cutting training budgets, they haven't been taught basic management skills. Worse, it's common for firms to reward supervisors for making their numbers, regardless of the human cost. That's a particularly shortsighted policy when it comes to low-wage workers, many of whom struggle with family and personal needs and may not see eye-to-eye with their managers on the primacy of work.

To increase supervisors' sensitivity to—and ability to handle—employees' work/life issues, we ran small sessions on how to plan coverage and deal with employees' scheduling conflicts. They consisted of onetime, self-paced 30-to-45-minute computer tutorials followed by 75-minute face-to-face discussions. The training focused on four kinds of actions: *providing emotional support*—that is, acknowledging employees' sometimes extensive responsibilities outside work; *providing structural support* by working with employees ahead of time to resolve scheduling conflicts; *modeling healthful behavior* by, for example, showing that it is acceptable to occasionally attend important family functions during work hours; and *partnering with other managers* to strategically address work/life issues through initiatives like interdepartmental cross-training, which increases coverage options.

Our study showed that prior to the training, employees who perceived their managers as unsupportive had significantly worse job attitudes, blood pressure, heart rates, sleep quality, and general overall health, and were less likely to be with the company a year later. After supervisors went through the training, workers' perceptions that their supervisors were supportive on work/life issues had

improved significantly. This had important additional consequences in employee health, satisfaction, and safety.

Once they viewed their managers as being more supportive, employees reported improvements in general overall health as measured by such factors as pain and psychological problems. This effect was most pronounced among employees who previously had the highest levels of work/life conflict—for example, a frequent need to change their hours to accommodate children's schedules.

Employees of the trained supervisors also were more satisfied in their jobs than a control group of workers whose managers did not undergo training. The employees of the trained supervisors had a lower inclination to seek jobs elsewhere than the control group and reported a greater willingness to comply with safety programs.

To reinforce the training and ensure that it was implemented, we asked all trained supervisors to set individual goals for using what they had learned (for example, increasing the number of times they asked employees about their families or scheduling needs). We also asked them to record their supportive behaviors on index cards for the next few weeks. After this stage of the training, a perceptual gap between managers and employees had closed: Before the training, one-third of employees had rated their managers as much less supportive than the managers rated themselves, but afterward, the ratings were in close agreement for most trained pairs.

Both the training and the follow-up initiatives were simple and inexpensive—but they paid off handsomely by improving employee motivation and decreasing the risk of costly health problems. The study provides proof that small interventions can have a big impact throughout an organization.

Ellen Ernst Kossek (kossek@msu.edu) is a professor of human resource management and organizational behavior at Michigan State University's School of Labor & Industrial Relations in East Lansing and a coauthor of *CEO of Me: Creating a Life in the Flexible Job Age* (Wharton

School Publishing, 2008). **Leslie B. Hammer** (hammerl@pdx.edu) is a professor of psychology at Portland State University in Oregon and a coauthor of *Working Couples Caring for Children and Aging Parents* (LEA Press, 2007). Kossek and Hammer codirect the Center for Work-Family Stress, Safety, and Health in Portland. For more on their research, see <http://wfsupport.psy.pdx.edu> and <http://ellenkossek.lir.msu.edu/>.

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MAKE A DIFFERENCE

Make a better workplace for fellow citizen soldiers

SERVe Mission

SERVe's goal is to improve the health and well-being of veterans and their families, as well as to increase retention of veterans in the workplace by training supervisors to better support their employed service members.



Earn \$75 for participating

Ask us how or visit www.servestudy.org for more information



This project is the first in the nation to develop and evaluate training designed to provide better support for Oregon National Guard and Reservists just like you, who are returning to the workplace.

How can you help?

- Complete a 45-60 minute online survey about your experiences as a service member, employee and family member and two follow up surveys at 6- and 12-months

What will you get in return?

- **\$75 for completing surveys**—and more if you have a spouse or partner willing to participate
- A list of resources beneficial to you and your family
- Knowing that you are helping contribute to the future well-being of your fellow service members across the nation



JOIN US NOW

- Looking for OIF/OEF era service members, current or recently separated
 - Currently employed
- Contact us to see if you qualify!



Married or living with a partner?
Participate in our partners study to earn up to \$355 total.

Visit www.servestudy.org for more information!

*"We will always be
by your side, whether
you serve at home or
are sent abroad into
harm's way."*

— Governor Kulongoski
Former Governor of Oregon



Supporting Oregon employers and
their military service members –
National Guard and Reserves.

Contact the SERVe Team

Phone: 503-725-8197

Email: serve@pdx.edu

Website: www.servestudy.org

If calling long distance, use our toll-free
number: 1-800-547-8887, Ext 8197

*We are happy to answer any of your
questions!*



Study for Employment Retention
of Veterans



Funded by the Department of Defense

Information for Service Members

SERVETM

Study for Employment Retention of Veterans



DOES YOUR SUPERVISOR KNOW WHAT IT IS LIKE TO WALK IN YOUR BOOTS?

Join other Oregon service members who want to create a workplace that knows what service is all about!

SERVE's Mission:

SERVE's goal is to improve the health and well-being of veterans and their families, as well as to increase retention of veterans in the workplace by training supervisors to better support their employed service members.

SERVE participants receive:

- Earn **\$75** – more if you have a spouse or partner!
- Resources for you and your family
- Knowing you are helping contribute to the future well-being of your fellow service-members across the nation

All surveys are conducted online and are completely confidential!

JOIN US NOW

- Looking for service members, current or recently separated
- Currently employed

Contact us to see if you qualify!

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Funded by the Department of Defense



Veterans' Frequently Asked Questions

What is the goal of the SERVe project?

This five-year study funded by the Department of Defense is the first in the nation to develop and test the effectiveness of a *veteran-supportive supervisory training program*, designed for civilian supervisors to better understand the issues facing veterans reintegrating into the workplace, and intended to decrease veteran work-life stress, and improve health and well-being for veterans and of their families, when applicable.

Who can participate?

We are seeking Oregon veterans (National Guard, Reserves, recently separated Active Duty – since 2008) who were deployed in Operation Enduring Freedom, Operation Iraqi Freedom, or Operation New Dawn, and have returned to the civilian workplace at least 20 hours per week.

I'm no longer in military service but served post 9/11. Can I still participate?

Yes. While our focus is on current National Guard and Reserve Component veterans, we would like to include the experiences of veterans of all types who served in the OEF/OIF and OND eras.

What do I have to do?

We have a survey that asks questions about your military experience, your civilian job, as well as your family life. It should take about 30 minutes to complete. Another survey will be emailed to you about 6 months from now. This way we can see how your life has changed over time.

We will also ask you for the contact information for your employer so your supervisor can participate in the training at some point during the next year. We do not have to use your name when we contact them. *Please note that your employer must be participating in order for you to participate.*

What kinds of questions will be on the survey?

We would like to find out about all aspects of your life, as they all influence your health and well-being. These include your military experience, your work life and your home life. Some questions will be factual (like dates of service) and others will ask for your opinion. Any questions you are not comfortable answering, you can skip.

Will my commanding officer or my civilian supervisor see my answers?

No! The confidentiality of your information is extremely important to us! Only members of our research team will see your answers and we keep everything on our secure servers at Portland State. Any information or results presented will be grouped together so no individual will be identified.

What do I get for participating?

You will earn \$25 for completing a survey at the beginning of the project, and another \$25 for

completing a second survey six months later.

Plus, your civilian supervisor will receive training designed to help him/her be more supportive and understanding of the needs of veterans returning from deployment.

You will receive a list of resources that we hope you find valuable.

Finally you will be contributing to the evaluation of a training that will be made available to all employers of veterans nationwide, helping your brothers and sisters in military service.

Can I tell if my employer is already participating?

Our project staff has a list of participating employers, as well as employers we are currently talking with and can work with you to determine if they have already agreed to participate.

How will my supervisor receive the training?

The training is all online and your supervisor will receive a secure link to the training to complete on his or her own. The training takes about an hour and is available to all supervisors at a participating employer, regardless of whether they supervise a veteran or not.

Are you collecting information from my supervisor?

Yes, if they agree to participate in the study, we will collect some valuable information about their background and attitudes which could influence the training.

Can my partner or spouse participate?

If you are married or have been living with a partner, we would like to invite your spouse/partner to complete a partner/spouse survey both at the beginning of the study and 6 months later.

Spouse/partners will also receive \$25 for each survey they complete.

In addition, we are conducting a related study of service members and their spouses/partners which pays up to \$185 per couple. Our study is about veteran and partners' daily activities and experiences.

Who is funding the study?

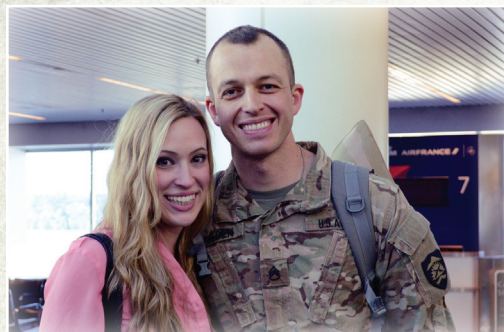
The Department of Defense has provided the funding for this groundbreaking study. They understand the difficulties veterans often face when reintegrating into the civilian workforce and feel the training we are offering will be helpful to this end.

IF YOU ARE INTERESTED IN PARTICIPATING, PLEASE CONTACT ONE OF OUR STAFF:

EMAIL: SERVE@PDX.EDU

PHONE (PORTLAND AREA): 503-725-8197

OUTSIDE PORTLAND, use our toll-free number: 1-800-547-8887, Ext 8197



ATTENTION MILITARY SPOUSES & PARTNERS – WE WANT TO HEAR FROM YOU

Join other Oregon military families to offer your perspective!

SERVE's Mission:

SERVE's goal is to improve the health and well-being of veterans and their families, as well as to increase retention of veterans in the workplace by training supervisors to better support their employed service members.

SERVE families receive:

- Up to \$330 per couple
- Resources for you and your family
- Knowing you are helping contribute to the future well-being of your fellow military families in Oregon and across the nation

**All surveys are conducted online
and are completely confidential!**

JOIN US NOW

The spouse/partner portion of the study is open to married or cohabitating partners of veterans participating in the SERVe project.

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Portland State
UNIVERSITY

Funded by the Department of Defense

"Family members are an integral part of a successful return of the Service Member to civilian employment. The PSU SERVe study incorporates the vital perspectives of military families with experience supporting their Service Members during their transition from military service into the civilian workforce. Families' participation in SERVe will provide a personal look at military transitions and assist in the development of a comprehensive plan that connects Service Members, military families, and civilian employers in exciting and innovative ways."

— Michelle Kochosky
State Family Program Director
Oregon National Guard



Contact the SERVe Team

Phone: 503-725-8197

Email: serve@pdx.edu

Website: www.servestudy.org

If calling long distance, use our toll-free number: 1-800-547-8887, Ext 8197

We are happy to answer any of your questions!



Funded by the Department of Defense

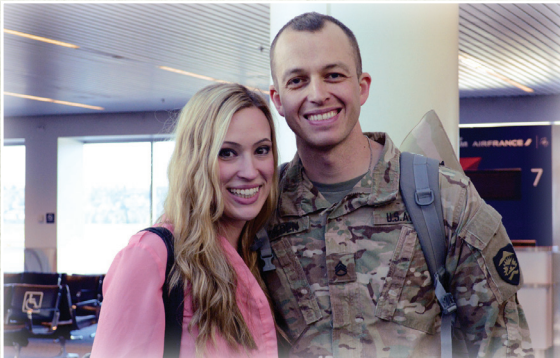


Information for Spouses and Partners
of Service Members

Attention

Military spouses/partners— We want to hear from you!

To better understand how to support the needs of veterans and their families, we want to hear from spouses or committed partners about their work, family and home life experiences.



**Couples can earn up
to \$355 total**

Visit www.servestudy.org
for more information!

Join project SERVe and help
support our proud service members
and their families in Oregon and
across the nation!



Partners helping partners... How can you help?

- Complete a 45-60 minute online survey about your experiences as a military spouse and two follow-up surveys at 6-months and 12-months
- With your partner/spouse, participate in a short daily survey for 32 days about your daily activities, work, family, and social life
- All surveys are online and completely confidential



JOIN US NOW

The spouse/partner portion of the study is open to married or cohabitating partners of veterans participating in the SERVe project.

SERVE Mission

SERVE's goal is to improve the health and well-being of veterans and their families, as well as to increase retention of veterans in the workplace by training supervisors to better support their employed service members.



Appendix E.

Employer Recruitment Team Handbook



SERVe Project
Employer Recruitment
Team Handbook

1

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October 2013

TABLE OF CONTENTS

TOPIC	PAGE
Introduction	4
I. What is the SERVe Project? Overview	5
Project Timeline	6
Participants	7
VSST Overview	8
II. Recruitment Process: Overview	11
III. Recruitment Messaging and Management: Making the Sell	16
The Tiers: Contacts Management System	17
Overcoming Objections	19
What does “No” Look Like?	21
IV. Enrollment – After the Yes	22
V. Administrative Stuff	24
Team Support Documents – <i>electronic versions also provided</i>	
APPENDIX	
Recruitment Materials	
• Employer Flyer	
• Employer Brochure	
• Employer FAQ	
• SERVe Overview (brief)	
• Harvard Business Review Article of Supportive Supervisory Training by Drs. Kossek and Hammer	
• Employer Packet (includes all of the above in one PDF) – <i>electronic version only</i>	

Recruitment Templates	
• New Contact email	
• Follow up email	
• “Handoff” email	
Agreements	
• Memorandum of Understanding	
• Employer Participation Disclosure Agreement	
• Project Overview Materials	
• Project Timeline	
• Inclusion Criteria for Veterans, Spouses/Partner, Supervisors	
• Randomized Control Trial Diagram	
• VSST Website Screen Shots	
Administrative	
• Recruitment Tracking Sheet	
• Organization Information Sheet	
• Contact List	
• Organizational Chart	
• Travel Reimbursement Information	

EMPLOYER RECRUITMENT HANDBOOK INTRODUCTION

Welcome to the SERVe Project! You are joining a ground-breaking study that will put Oregon on the map as a state where we support our brave service members like no other. Oregon is fairly unique in that we have no active duty base so the majority of our veterans are venerable 'Citizen Soldiers' – National Guard, Air National Guard, and Reserves. They are returning from deployment in great numbers and need our support. Great efforts have been made to ensure there is employment for veterans, but this project takes it to the next level by changing the culture at their place of employment to be more supportive of veterans.

This handbook is designed to be your guide to recruiting employers to be part of the SERVe family. There is a LOT of information and we hope you will use it as a reference as you talk with employers.

We will provide you with basic information about the project, the training we are designing, the recruitment process and some guidance on how to sell the project. We expect you will bring you own experience and perspective to the process, but wanted to have some direction, as well as provide you with the resources we expect you will need.

Please do not hesitate to contact Krista and Leslie when questions come up or if the process doesn't seem to be working. We greatly appreciate your commitment to the success of SERVe and want to ensure you have the tools you need.

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I. What is the SERVe Project?

This five year study funded by the Department of Defense is the first in the nation to develop and test the effectiveness of a ***veteran-supportive supervisory training program***, designed for civilian supervisors to better understand the issues facing veterans reintegrating into the workplace. The training is intended to decrease veteran work-life stress, and improve health and well-being for veterans and their families.

Key outcomes for employers include increased worker retention, job satisfaction and the accompanying cost savings for the corporation. Additionally, the employer will be seen as a trailblazer for their community and continue to receive the most updated training from the SERVe Project.

Our Mission for SERVe:
SERVE's goal is to improve the health and well-being of veterans and their families, and to increase retention of veterans in the workplace by training supervisors to better support their employed service members.

SPECIFIC AIMS:

- Develop a supervisory training called VSST: *Veteran-Supportive Supervisor Training*
- Implement the VSST Training
- Empirically test the effectiveness of the VSST
- Conduct Daily Family Study (DFS)
- Disseminate the results

Randomized Control Trial

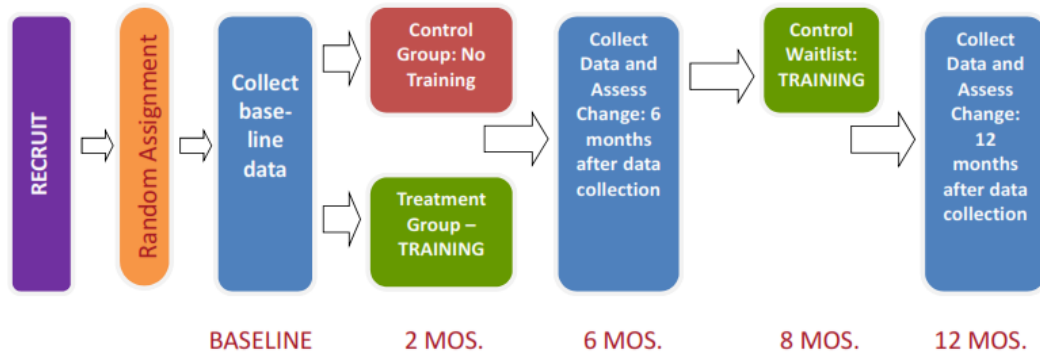
This study will be conducted as a randomized control trial (RCT) with pre- and post-training evaluation. Employers who sign up to participate in the SERVe project will be randomly assigned to either receiving the training first (treatment group) right after baseline data are collected or will wait to receive training until the after data are collected at 6 months (control group). Below is a diagram which depicts the RCT

5

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process

Study Design: *Randomized Control Trial*



– We’ve also included a copy in the electronic documents which you could use during recruitment to help explain the research process.

To evaluate the training we will be collecting data from the veteran employee (and their spouse or partner if applicable) before the training (“baseline”), 6 months later, then again at 12 months. **This data collection is not during work hours.**

We will be collecting a small amount of information from supervisors – demographics and leadership style. We anticipate this will only take 10-15 minutes.

Conducting an RCT is a lot of work. So why do it? This allows us to say that any changes made were more likely to be a result of the training rather than for other reasons. Want more information? There are lots of internet resources available, such as: <http://www.gwumc.edu/library/tutorials/studydesign101/rcts.html>

Project Timeline

In the appendices of this handbook, we’ve included an overall project timeline so you can get a better sense of the where the recruitment phase occurs in the overall 5 year project. The amount of time listed for recruitment is a guess; it really depends on how successful we are and the number of veterans we identify and recruit at each employer.

6

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IMPORTANT DATES:

- **February 2014:** *Employer* randomization into treatment and control group (first groups).
- **March 2014:** *Veteran and spouse/partner* data collection commences
- **May 2014:** First groups of treatment supervisors will receive training
- **November 2014:** First groups of control supervisors will receive training

These activities are slated to begin, but will continue throughout 2014 until our recruitment goal of 500 dyads is met.

Participants

The definition of ‘veteran’ varies depending on who you are talking to – for example the Department of Defense and the State of Oregon have slightly different criteria. So that we are clear and for you to be able to clearly communicate who we are including in the study (particularly veterans), our inclusion criteria are listed below (also provided as separate document at the end).

Criteria for inclusion in SERVe:

SERVICE MEMBER:

1. Deployment
 - ☐ Was deployed (i.e., activated) either foreign or domestic one or more times during the OIF/OEF era
2. Military service, to include any of the following:
 - ☐ Currently serving in the Oregon National Guard/Reserve Component (all branches)
 - ☐ Oregon National Guard/Reserve Component (all branches) – separated no later than December 31, 2008. (Combat veterans qualify for VA Health Care for 5 years after separation)
 - ☐ Separated/retired Active Duty (all branches) – separated no later than December 31, 2008
3. Employment
 - ☐ Currently employed at least 20 hours a week (in one job or total over 2 or more)
 - ☐ Must have direct supervisor who can complete training
 - Self-employed not eligible
 - Contractors eligible on a case-by-case basis
 - ☐ Employer participation in SERVe Project

SPOUSE/PARTNER:

- ☐ Living with veteran participant for at least 6 months (excluding deployment time)
- ☐ Veteran partner participating in study

SUPERVISOR:

- ☐ Formal agreement by employer to participate and receive training

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EMPLOYER:

- ☐ Has at least one veteran employed who meets the veteran inclusion criteria
- ☐ Qualifying veteran employee has a direct supervisor

Your Role and Recruiting Goals

To successfully complete the study, we need to recruit **500 pairs of veterans and their supervisors**, which is a lofty, but doable goal. In order to get supervisors to participate, we need permission and engagement from the organization where the supervisor works. This is your job.

As noted above, we are planning on starting data collection in early March 2014. To do that we need to randomize employers (assign an employer to treatment or control groups) in February at the latest.

- **Our goal is to have at least 10 employers officially signed on, including 2 large employers, by January.**

Veteran Supportive Supervisory Training: An Overview

One of the big questions you will encounter as you talk with employers is what the training actually is. What is the content? How is it delivered? How much time will it take?

The information in this handbook is not designed to be comprehensive, but will provide you with some very basic information about the training, as well as some demonstration materials you can share with employers to give them idea of what to expect.

The Veteran Supportive Supervisory Training (VSST) is based on extensive work Drs. Hammer and Kossek have done over the past 10 years on Family Supportive Supervisory Behaviors (FSSB), which has been empirically tested in the field.

Workers who are supervised by family-supportive managers are more likely to experience:

- lower levels of work and family conflict
- higher job satisfaction
- lower intentions to turnover
- higher reports of physical health
- Improved safety

The VSST content has 3 modules, or content areas:

8

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1. Veteran Support:

Includes basic information about military culture, common challenges faced after deployment

2. Family and Personal Support:

Includes information and guidance to supervisors on how types of instrumental and emotional support that are most helpful to veteran employees, as well as being a role model and creative management of veteran employees

3. Performance Support:

Assists supervisors in providing guidance to veterans in obtaining the necessary knowledge, skills, and feedback to successfully perform their work

Delivery Methods

VSST is administered through two means: (1) a computer-based training which provides the basic knowledge content and background and will take about 1 hour, and (2) a behavioral self-monitoring, where supervisor track the number of supportive behaviors they perform over a two week period and will take about 5 minutes per day.

Some facts about the Computer-Based Training:

- It is entirely web-based, so supervisors can complete when it is convenient
- It is self-paced
- It takes about an hour to complete
- There is a pre- and post test to assess learning
- Some videos are embedded to make it more engaging
- Supervisors will be emailed a secure link to the training and their completion will be noted on the website

Some facts about the Behavioral Self-Monitoring:

- It takes just a few minutes a day over two weeks
- It transfers knowledge into behaviors and helps make them a habit
- The website is mobile-friendly so can be used on smart phones
- Supervisors set their own goals and progress to those goals is tracked, which keeps them motivated

Certification for Employers and Supervisors

Both employers and supervisors will qualify for 'certification' after the training is complete.

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We are still working out the details of exactly what this would look like, but employers would become 'SERVe Certified' and supervisors would become 'VSST Certified'. We will have certificates that can be downloaded and printed off to demonstrate the commitment to supporting veterans, which can be an important message for current veteran employees, as well as recruiting prospective veteran employees. Employers will also receive the Employer Support for the Guard and Reserve (ESGR) Seal of Approval.

II.

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RECRUITMENT PROCESS – OVERVIEW

Now that you have the basics of the SERVe project, we'll now be covering the recruitment process, which we've broken down into steps:



Breaking Down the Recruitment Steps:

1. Get recruitment assignments

Krista is in charge of assigning employers to specific recruiters based on employer location, size, industry, etc. She will provide you lists with as much information as possible, which is not always a lot.

At a minimum we will provide:

- Name of the organization
- Phone number
- Email address

Depending on the source of the data, we may provide one or more specific contact people, their title and contact information, the size of the company, specific location (address), and website.

Our current lists come from several sources: personal contacts, publically available

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lists of veteran-friendly companies (e.g., Forbes Top 40), and lists we've received from partners, such as the Employer Support of the Guard and Reserve (ESGR). This last group is where many of your contacts will be coming from.

You will also be receiving employers from additional sources, such as those who contact us through our SERVe website or through veteran recruits. Krista will provide you those contact and the source as it comes in. Below is a list of our current list of employer recruiters and their targets in general:

LIST OF SERVe EMPLOYER RECRUITERS AND TYPES OF TARGETS

Leslie Hammer, PI	<ul style="list-style-type: none"> ● Largest and corporate employers – those with a high prospective number of veterans and most critical to the success of SERVe ● Previous connection/working relationship ● Primarily metro area, but around the state as needed for larger employers
Krista Brockwood, Project Mgr/Senior Researcher	<ul style="list-style-type: none"> ● Large and medium employers ● Follow ups on potential leads or passed on by partners ● Metro area and Central Oregon, Eugene/Springfield
Bob Elliot, Consultant	<ul style="list-style-type: none"> ● Medium and small employers ● Rural and Southern Oregon (non-Metro area) ● Employers with former relationship with ESGR (positive relationship)
Monica Brenner, Consultant	<ul style="list-style-type: none"> ● Medium and small employers ● Metro area
Scott Thurman, Research Assistant	<ul style="list-style-type: none"> ● Medium and small employers ● Metro area and beyond ● Relationship maintenance with employers
James Moran, Intern	<ul style="list-style-type: none"> ● Medium and small employers ● Metro area or other as needed
Ellen Kossek, Consultant (Purdue)	<ul style="list-style-type: none"> ● Targeted Corporate partners – has previous relationship ● Unionized employers
MacKenna Perry, Graduate Research Asst.	<ul style="list-style-type: none"> ● Small employers as needed ● Follow up

These assignments most certainly will change and evolve over the course of the project, but this will provide a general idea for context at this beginning stage.

If you have other employers you have relationships with who you think would make good candidates, please contact Krista to make sure we haven't already contacted them and so we can add them to our tracking sheet.

2. Do some research

As noted in the previous section, the information you receive about a potential employer may be sparse. The contact we have may not be the best one or may no longer be employed there.

As part of your role, we are asking you to do a little research on each employer. This will help us understand the employers better when we start analyzing the data, but will also help you in your recruiting efforts. And we do mean a little – this should really just be a quick Google search and find their website. Shouldn't be more than 15-20 minutes.

The most important thing to find is the Point of Contact – and there may be several. If a contact is not provided, look to the website. If they have an HR department, that is an excellent place to start.

We are providing an **Organization Information Sheet** which includes the data we want to collect from each employer. Not all of it will be collected at this initial stage, but some can, such as industry, size, etc. This will include updating relevant contact information as well.

We will be providing this sheet as a FILLABLE PDF so that the information can easily be typed in and then downloaded to a spreadsheet – saves us both some work.

Not everything needs or can be filled in at this stage; we will be referencing this document again at the end of the process.

3. Make contact

Based on your research findings in Step 2, this is where you actually make initial contact. In general, recommend starting with email. In the appendix and in the electronic documents we've provided, we have a few versions of a draft email that you can tweak with personal details about the company.

Other companies may respond better to a phone call first – companies that are

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smaller, more traditional. Based on your research, you can make this judgment call. Starting with email is often safest/easiest, but can be easily ignored. If you don't have a good key contact, one way in to a company may be to contact them to find out the best person to talk with, such as someone in HR or, particularly in small companies, the owner or CEO.

TRACKING: In terms of process, it is important to track whom you contact, when, the outcome, and next step. We've provided a spreadsheet for you to use as this is very important for our study and we hope will also help you in your organization. We will also be using these tracking sheets at our check in meetings that will be discussed shortly.

In summary, we suggest sending out a welcome email and following up with a phone call within a week if you haven't heard anything. Track this in your spreadsheet! Once you've made this initial contact, this puts you into **recruitment**.

4. Recruitment

This step is really the meat of the process and will vary widely by company. The next section of the handbook provides much more guidance on strategies to use and what to say.

In general, after you've done your initial contact, you should gauge interest to see where the employer is in terms of their excitement/enthusiasm about the project. With most employers, we anticipate that you'll be setting up an appointment to meet over the phone or in person. This may happen several times with several different stakeholders at the organization.

We'll be discussing strategies at our calls, and note that you can bring in Krista or Leslie as needed. We are here as resources!

5. Close the deal

Getting the organization to commit to the project is our ultimate goal. Once you get them to this point, we have a more formal **Memo of Understanding (MOU)** that details the expectations and responsibilities of both the organization and the SERVe team. We consider an employer to be 'signed up' once they have signed the MOU.

As with many things in this process, whether or not you present the MOU or someone from the SERVe team takes this on, will depend on the organization.

The other form we would like them to sign, but is not required for participation in

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SERVE, is the **Employer Participation Disclosure** agreement, which allows us to use the company's name as a participant on our website and in recruiting veterans at events. Otherwise we will keep their participation confidential.

This is also a time when you can look back at the Organization Information Sheet, discussed in Step 2 (Do Some Research), and look at what else can be completed as you meet with the company.

6. Pass off to SERVe team

Once they have signed the MOU, your job is done. At this point, our staff will work with the organization on next steps to prepare them for participation in SERVe. At the end of the handbook, we have some specific steps for you to follow.

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III. Recruitment Messaging and Management: Making the Sell

In this section, we'll be discussing ways to sell SERVe – benefits to employers and overcoming potential objections.

One thing to have in your back pocket is a canned 'elevator speech'. Below is what we suggest, though you may develop your own after you've been working with employers. As we go along, our team will continually revisit this and share what works and what doesn't.

The Elevator Speech:

"The SERVe project is the only study offering training and education to supervisors of veterans; it's endorsed by the governor and some of the biggest corporations in Oregon: it is completely online, free, and takes roughly 2 hours over a couple of weeks. It's your opportunity to give back to your community and be a trailblazer in your industry."

You'll also want to have a list of benefits to employers at the ready:

Benefits to Employers:

1. Provides cutting edge FREE training to employers and organizations.
2. By committing to just one hour of on-line training, organizations can increase retention and give their supervisors valued skills.
3. These skills and training will make them an Employer of Choice for the thousands of talented returning veterans in Oregon.

These two pieces of information tie in together and you can create your own to suit your own style.

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The Tiers: Contacts Management System

The purpose of the Tiers is not to complicate matters, but to have a clear road map and management system of employee contacts. Having a clear road map means better communication with potential recruits and fellow team members, less confusion for recruiters, and an efficient way to catalog employer study participants. Not all employers will fit perfectly within these parameters, but use your best judgment to determine what level of care an interested party requires.

Remember: your goal is to educate organizations how SERVe benefits them and how they can be community trailblazers by participating in this pilot program. Employers care about how more efficiently and cost-effectively their companies can run, and VSST contributes directly to smoother communication, facilitating both of those.

When you encounter someone who is not interested (see “What Does No Look Like”, page ____), please pass them on to Phoenix who will keep a list so we do not keep contacting them unnecessarily.

After each contact you have with an organization, you’ll want to record where you think they are in the tiers.

Read ahead for more information on how to categorize your leads and contacts.

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The Tier System

	<u>INTEREST LEVEL</u>	<u>TIMEFRAME & NEXT STEPS</u>
<u>RED</u>	-Serious reservations, but not 'No' -Permission to contact further	-Set up meeting within <i>1 week</i> with decision maker to overcome objections/answer concerns
<u>YELLOW</u>	-Interested, but hesitant -Needs more hand holding	-Phase should last no more than <i>2 weeks</i> -Having difficulty? Reach out to team leader
<u>GREEN</u>	-Expressed interest, fully invested -Ready to sign MOU	-Send thank you correspondence -Refer to "After the Yes", page _

Important Points to Consider

1. Get to the decision maker
2. Assess Your Audience
3. Determine Tier Level
4. Get Permission to Follow Up
5. Get MOU signed

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Overcoming Objections

This is basic sales strategy, not always a skill stressed in the halls of academia, but in this instance, it's important to recognize and validate concerns from a potential recruit and to be able to succinctly give them the information they request.

Here is a basic step-by step process to approach potential recruit's objections:

- **Listen to the Objection.** Provide an opportunity for the potential recruit to talk about their concerns. This can actually be a good sign because it signals they are still interested. If they weren't, they would not be giving this opportunity to dialogue. Listen and you can pick up clues about how to direct the conversation further.
- **Say it Back to the Prospect.** After the potential recruit has voiced their concerns, thoughtfully acknowledge them by saying "I see you're concerned about xyz." This shows you're listening, and most importantly, gives the recruit to clarify and perhaps dive deeper into their concerns about participating in the study. "Well, it's not so much the XYZ I'm worried about as the downtime."
- **Explore the Reasoning.** Maybe the real issue isn't just time dedicated to filling out the daily survey, maybe it's a loss of productivity, or perhaps fear of stigmatizing vets in the workplace. Don't presume the first objection is the real objection. Be respectfully curious, ask some exploratory questions before deciding the best way to answer their concerns. Sometimes the first objections aren't the prospect's real concern.
- **Answer the Objection.** Once you understand the concerns completely, you can answer it. Below is a table with some common concerns offered up by employers, look them over and get to know the responses to common concerns. Your task at this point is to relieve their fears. If you have specific examples, such as a story from an existing recruit or a few statistics, by all means present them – hard facts make your response stronger.
- **Check Back with the Prospect.** Take a moment to confirm that you've answered the prospective recruit's objection fully. Usually this is as simple as saying, "Does that make sense?" or "Have I answered your concern?"
- **Redirect the Conversation.** If you're in the middle of explaining the study when the prospect raises their concern, address it, and get back into the flow, ending at the enrollment phase.

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What They Say	Ways to Address It
"But I am not sure my company would be a good fit, we have so few veterans"	This training benefits both small and large employers. While a component of the training is military culture, most of the training focuses on competencies around communication and leadership, something we believe benefits every organization.
"I can't afford to have my supervisors spend a lot of time doing someone else's work"	The training takes roughly 2 hours over a 30-day period. Oregon's governor has endorsed this training. By participating in the primary rollout, your organization will continue to get updated training material to be used in your organization.
"I may be interested in participating, but I want (or don't want) my company's name to be divulged."	You will have complete control over your organizations name and image. While being associated with SERVe will mean you are a trailblazer and community leader, we understand some organizations will want to remain anonymous and we respect that.
"I don't see how this could help my business at all"	This training can facilitate better work relationships and communication and result in higher retention rates. This undoubtedly helps the bottomline.
"I don't want my employees thinking I am spying on them."	Your supervisors responses will be kept confidential, as will the veteran's responses. Neither will know the other's responses.
"We don't have any veterans!"	Are you sure? Many veterans don't self-disclose. This training could be applied to anyone in your organization.

What other objections have you thought of?

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What Does a “No” Look Like?

This may seem intuitive; but quite simply, it is the moment when the potential recruit says the following:

“Thanks, but no thanks”

“We are not interested”

“This is not a good fit for (what ever reason)”

“This does not fit with our company culture or aims”

“Hell no”

You get the idea. Overcoming objections and providing information in order to come to agreement is being diligent in project recruitment; being a disrespectful honey badger will only reflect badly on the project.

Employers who do not want to be enrolled in the project go into the “cold pool”, with appropriate contact information, so they will show up in a “Employee Search” and we don’t try to contact them again.

- *Forward the names of these employers to Phoenix for tracking*

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IV. ENROLLMENT

After the Yes

In the Recruitment Process section in the beginning of this Handbook, we briefly reviewed what happens when an employer indicates they want to participate: we have them to sign the Memo of Understanding (MOU – copy included in the appendices) and the Participation Disclosure Agreement form (only if they would like to be identified as a participating employer). We are reviewing that again here with a little more detail.

Memo of Understanding (MOU)

Depending on the recruitment process, you should go through the document with them so they understand what is expected and for them to ask questions. Please refer questions you are unsure of to the SERVe team. We are also happy to meet with them in person, have a phone call, and/or email with them if you prefer. This may be particularly helpful in the beginning. It is extremely important they understand what we expect of them and them of us!!

Some companies will require that their legal counsel review the MOU, which is fine. If that is the case, please have the SERVe team work with them at that point.

Once language has been agreed upon, Phoenix will be responsible for drafting the final documents (i.e., inserting the company name and making any other necessary edits we agree upon), getting signatures and keeping the signed MOU on file. The company will also receive a signed copy.

Organizational Information Sheet

As mentioned in the Recruitment Process section (Steps 2 and 5), we noted that we are collecting some information about each organization, which is reflected in the Organizational Information Sheet. Some of the information you will have completed in the Research phase, the remainder we ask you collect for your Point of Contact at the employer.

After filling in the PDF, please send the information to Phoenix (rainbird@pdx.edu). If there is certain information you aren't able to get, just let us know.

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Finishing Up and Handing Over to SERVe Team

Once the MOU is signed, let the employer know that someone from the SERVe core team will be taking over. We ask that you send an email to the Point of Contact, as well as any other key players at the organization, and to Krista, making an introduction so we can take over.

After this, they will be sent a welcome letter, invited to join the SERVe LinkedIn group, and be put on the SERVe email list for regular (but not too frequent!) updates. You don't need to do this – the SERVe team will take care of it, but you can let the employer know what is coming.

'After the Yes' TO DO's:

- ☐ Provide an electronic or hard copy of the MOU to the company
- ☐ Review the MOU content and answer questions
- ☐ Have the SERVe team provide a final edited copy for signature
- ☐ Provide 2 signed copies to SERVe team who will also sign, keep one copy and give the company the other
- ☐ Have company sign Participation Disclosure Agreement if they choose; let SERVe team know if they do NOT
- ☐ Complete the Organizational Information Sheet and send to Phoenix
- ☐ Send email officially handing off employer to SERVe team for next steps
- ☐ *Congratulate yourself for a job well done!*

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Administrative Stuff

1. Bi-Monthly Call-In Meetings

To track everyone's progress, compare notes, problem solve and generally keep in touch, we plan to have a bi-monthly call during the recruitment period. We will figure out when the best time for that call will be during our initial training.

To help you organize, we have provided a tracking sheet for you to keep a record of your correspondence with each employer. For each call, email, or in person meeting, please fill out the tracking spreadsheet and email it to Phoenix *on the day of our bi-monthly call*. See appendix for an example of how to fill out the tracking sheet.

If you need to contact Krista or other SERVE team members about an issue you are encountering during recruitment, please do so! We are here for you! A contact list is provided in this handbook.

2. Travel Reimbursements

Attached is a travel reimbursement form for staff members who travel for recruitment. Mileage is currently 56.5 cents/mile.

If you need to stay overnight, we are currently allotted \$111 per night. If you spend more than that, you are responsible for the remainder. Be sure and ask for a government rate.

Meals are covered for overnight trips at \$52 per day - \$13 for breakfast, \$13 for lunch and \$26 for dinner. For **day trips**, breakfast is covered before 6am and dinner is covered after 7pm. Lunch is not covered.

3. Materials

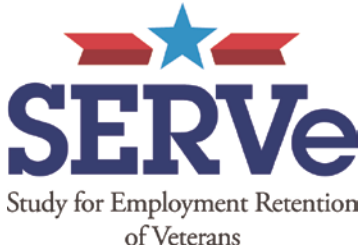
We are providing both electronic copies (on flash drives) and hard copies of brochures, flyers, FAQs. The list is in the Table of Contents. We are also giving you folders for Employer Recruitment to be used as needed. *Please be aware that our printing budget is fairly limited and to use these judiciously.* We don't want you to be stingy, but simply be mindful of the use of these materials.

Please let Krista know if you need more materials.

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Appendix F.

Participant Recruitment Email Templates



To: Employees at [organization]
From: [CEO/President/HR Director at organization]
Date:
Re: [Organization] participation in SERVe

We are proud to announce that [organization] is participating in **SERVe – the Study for Employment Retention of Veterans** – a project funded by the Department of Defense through Portland State University. The goal of this project is to improve the health and well-being of our veteran employees by creating a work environment that is supportive of our service members in particular, but of all employees in general.

The project includes:

- *Online training for [all] supervisors, targeting how to best support veteran employees*
- *Online surveys of veteran employees at three points in time, off company time– and surveys of their spouses and partners, if applicable*

We are inviting all of our supervisors to participate, whether or not you currently supervise a veteran employee. We won't know if you take part or not, but we strongly encourage you to, as this is a great opportunity for our supervisors and our organization and will help create a workplace that is supportive and understanding of the benefits of military service.

We are also requesting **that post-9/11 veteran employees sign up as well**. [Employer] will not be tracking your participation, but highly encourage you to participate and believe that this is an important program that is supported by (the company).

Contact the SERVe team directly using the button at the side or the link down below to sign up. [Employer] is extremely excited for this opportunity to support our heroes.

CLICK HERE TO SIGN UP TODAY! Or copy and paste this URL in your browser: <http://servestudy.org/screener>

Questions? The website for the project is www.servestudy.org and you can contact our SERVe representative, [NAME], directly at [XXX@pdx.edu]

Thank you for joining us in this exciting new partnership with the SERVe project. We acknowledge and honor the service our veterans have provided to our country, and want to make every effort to support them – and all our employees – in any way we can.





[Employer] is excited to announce that we are participating in SERVe - the Study for Employment Retention of Veterans – a groundbreaking study funded by the Department of Defense through Portland State University. The goal of this study is to improve the health and well-being of veterans and their families, and to increase retention of veterans in the workplace by training supervisors to better support their employed service members, as well as all employees in general.

Your participation as a supervisor is *crucial* to the success of this project. We are asking you to:

- Complete a *brief* online survey (about 10 minutes), 3 times over the next year
- Complete VSST –Veteran Supportive Supervisor Training- an online training on supportive supervision for veterans, which takes about 1 hour, followed by SERVe support tracking which takes about 2 minutes each day over 2 weeks
- While we are requiring the training of all supervisors, participation in the survey is voluntary, but important!

Upon completion of the training you will:

- Receive Veteran Supportive Supervisor Training certification
- [Other benefits - Certification noted in file]

Even if you are currently not supervising a veteran employee, you can still participate. The training principles generalize across all employees and also help create a workplace that is supportive and understanding of the benefits of military service.

We at [employer] will not have any access to your individual data – we and the SERVe team are very committed to your privacy. They will only share your VSST certification with us; **no other individual details will be shared.**

Sign up directly using the button at the side or the link down below to sign up. [Employer] is extremely excited for this opportunity to support our service members.

CLICK HERE TO SIGN UP TODAY! Or copy and paste this URL in your browser: <http://servestudy.org/screener>

Questions? Contact [SERVe team member] at xxxx@pdx.edu or xxx-xxx-xxxx.





[Employer] is excited to announce that we are participating in SERVe - the Study for Employment Retention of Veterans – a groundbreaking study funded by the Department of Defense through Portland State University. The goal of this study is to improve the health and well-being of veterans and their families, as well as to increase retention of veterans in the workplace by training supervisors to better support their employed service members, as well as all employees in general.

Your participation as a supervisor is *crucial* to the success of this project. We are asking you to:

- Complete a *brief* online survey (about 10 minutes), 3 times over the next year
- Complete VSST –Veteran Supportive Supervisor Training- an online training on supportive supervision for veterans, which takes about 1 hour, followed by SERVe support tracking which takes about 2 minutes each day over 2 weeks
- Participation is voluntary, but extremely important!

Upon completion of the training you will:

- Receive a Veteran Supportive Supervisor Training certificate
- [Other benefits -]

Even if you are currently not supervising a veteran employee, you can still participate. The training principles generalize across all employees and also help create a workplace that is supportive and understanding of the benefits of military service.

We at [employer] will not have any access to your individual data – we and the SERVe team are very committed to your privacy. They will only share your VSST certification with us; **no other individual details will be shared.**

Contact the SERVe team directly using the button at the side or the link down below to sign up. [Employer] is extremely excited for this opportunity to support our service members.

CLICK HERE TO SIGN UP TODAY! Or copy and paste this URL in your browser: www.servestudy.org/screener

Questions? Contact [SERVe team member] at xxxx@pdx.edu or xxx-xxx-xxxx.

**Sign Up
Today!**
Click Here





Greetings,

[Employer] is excited to announce that we are participating in **SERVE - the Study for Employment Retention of Veterans** – a groundbreaking study funded by the Department of Defense through Portland State University. The goal of this study is to improve the health and well-being of veterans and their families, as well as to increase retention of veterans in the workplace by training supervisors to better support their employed service members.

We encourage post-9/11 veterans to join in on this important study. **As a veteran taking part in SERVe you are a critical part to the success of this study, as your experience and perspective will be used to evaluate the training effectiveness.**

SERVE is looking for veterans who:

- Are/Were in National Guard, Reserves, or Active Duty, all branches, from the post-9/11 era
- Currently work 20 or more hours per week

What your participation means:

- Take part in 3 online surveys over the next year
- Your participation and information will be kept confidential (your supervisors will not know how you respond or whether you take part)

What you will receive for participating:

- **A total of \$75** - \$25 gift card for each survey completed
- A list of beneficial resources available to you and your family
- A summary of results upon the completion of this study

Married or living with a partner? Your spouse/partner is eligible to complete surveys as well for **additional compensation**, plus the opportunity to participate in a more in-depth examination of family life. Earn up to \$225 additional per couple!

CLICK THE BOX TO SIGN UP TODAY! Or copy and paste this URL in your browser: <http://servestudy.org/screener>



Questions? Contact [SERVe team member] at xxxx@pdx.edu or xxx-xxx-xxxx.

Thank you for your interest in SERVe and your service to our great country!

[Employer Signature/logo]



Appendix G.
Measures

SERVe Study: Supervisor Measures

Measure	Reference	Item
Leadership Style	Avolio, Bass & Jung (1999)	<i>Please indicate the extent to which each phrase describes your supervisory style. Check only one box per statement. When managing my employees, I generally....</i>
		Model ethical standards
		Talk about values
		Emphasize the collective mission of our store.
		Express confidence in employees.
		Talk enthusiastically to employees.
		Re-examine my assumptions as needed
		Seek different ways of doing things.
		Suggest new ways of working.
		Suggest different angles.
		Give employees individualized attention.
		Focus on employees' strengths.
		Differentiate among employees.
Views of NG/RC employees	2012 DoD Survey of Employers	The training and experience received by military service members makes that person a more valuable employee for my business.
		Veteran employees in my business are good team players.
		Overall, I am satisfied with veteran employees in my business.
		Employing National Guard and Reserve employees is challenging because of their military obligations.
VSSB	Hammer	I am willing to listen to my employees' problems in juggling work and military life.
		I take the time to learn about my employees' personal needs related to their military service.
		I help my employees feel comfortable talking with me about their conflicts between work and their military service.
		I talk effectively with my employees about how to solve conflicts between work and military service.
		My employees can depend on me to help them with scheduling conflicts between work and military service.
		My employees can rely on me to make sure their work responsibilities are handled when they have anticipated or unanticipated military service demands.
		I work effectively with my employees to creatively solve conflicts between work and military service.
		I ask for suggestions to make it easier for employees to balance work and their military service demands.
Family Supportive Supervisor Behaviors (FSSB) - Self rating	Hammer, L. B., Ernst Kossek, E., Bodner, T., & Crain, T. (2013). Measurement Development and Validation of the Family Supportive Supervisor Behavior	1. I make my employees feel comfortable talking to me about their conflicts between work and non-work
		2. I work effectively with my employees to creatively solve conflicts between work and non- work
		3. I demonstrate effective behaviors in how to juggle work and non-work issues
		4. I organize the work in my department or unit to jointly benefit employees and the company
Demographics		Age

SERVE Study: Supervisor Measures

		Gender
		Race/Ethnicity
		Job title
		Job Tenure
		Tenure at organization
		Total number of employees directly supervised
		Number of veteran employees supervised
		Have you ever served in the armed services?
		Which type? (Check all that apply)
		Which branch(es)? (Check all that apply)
		What years were you in the military?
		Were you ever deployed in a combat zone?
		Where was that (check all that apply)
		Marital status
		Number of children under 18 living at home
		Elder care responsibilities?

SERVe Study: Veteran Baseline Measures

Measure	Reference	Item
Family Supportive Supervisor Behaviors (FSSB)	Hammer, L. B., Kossek, E., Bodner, T., & Crain, T. (2013). Measurement Development and Validation of the Family Supportive Supervisor Behavior Short-Form (FSSB-SF). <i>Journal of Occupational Health Psychology</i> , 18(3), 285–296. doi:10.1037/a0032612	<p>1. Your supervisor makes you feel comfortable talking to him/her about your conflicts between work and non-work</p> <p>2. Your supervisor works effectively with employees to creatively solve conflicts between work and non-work</p> <p>3. Your supervisor demonstrates effective behaviors in how to juggle work and non-work issues</p> <p>4. Your supervisor organizes the work in your department or unit to jointly benefit employees and the company</p>
Veteran-Supportive Supervisor Behaviors (VSSB)		<p><i>Instructions: Please answer the following questions indicating the extent to which you agree (1) or disagree (5).</i></p> <p>1. My supervisor is willing to listen to my challenges in juggling work and military life.</p> <p>2. My supervisor takes the time to learn about my personal needs related to my military service.</p> <p>3. My supervisor helps me feel comfortable talking with him or her about my conflicts between work and their military service.</p> <p>4. My supervisor talks effectively with me about how to solve conflicts between work and military service.</p> <p>5. I can depend on my supervisor to help with scheduling conflicts between work and military service.</p> <p>6. I can rely on my supervisor to make sure my work responsibilities are handled when I have anticipated or unanticipated military service demands.</p> <p>7. My supervisor works effectively with me to creatively solve conflicts between work and military service.</p> <p>8. My supervisor asks for suggestions to make it easier for me to balance my work and my military service demands.</p>
Perceived Health	<p>Stewart, A. L., & Ware, J. E. (1992). <i>Measuring functioning and well-being: The medical outcome study approach.</i> (pp. 345–371). Durham, NC: Duke University Press.</p> <p>Hobfoll et al., (2012). <i>The Combined Stress of Family Life, Work, and War in</i></p>	<p>1. In general, would you say your health is...*</p> <p>2. To what extent do you have any particular health problems?</p> <p>3. Thinking about the past 2 months, how much of the time has your health kept you from doing the kind of things other people your age do?</p> <p>4. To what extent do you feel healthy enough to carry out things that you would like to do?</p>
K6	(Kessler et al., 2002; Mroczek & Kolarz, 1998)	<p><i>During the last 30 days, about how often did...</i></p> <p>1... you feel so depressed that nothing could cheer you up?</p> <p>2... you feel hopeless?</p> <p>3... you feel restless or fidgety?</p> <p>4... you feel that everything was an effort?</p> <p>5... you feel worthless?</p> <p>6... you feel nervous?</p>
PCL-M	<p>Weathers, F.W., Huska, J.A., Keane, T.M. PCL-M for DSM-IV. Boston; National Center for PTSD - Behavioral Science Division, 1991.;</p> <p>Bliese, P. D., Wright, K. M., Adler, A. B., Cabrera, O., Castro, C. a, & Hoge, C. W. (2008). Validating the primary care posttraumatic stress disorder screen and the posttraumatic stress disorder checklist with soldiers returning from</p>	<p><i>Instruction to patient: Below is a list of problems and complaints that veterans sometimes have in response to stressful military experiences. Please read each one carefully, put an "X" in the box to indicate how much you have been bothered by that problem in the last month</i></p> <p>1. Repeated disturbing memories, thoughts, or images of the stressful experience.</p> <p>2. Having physical reactions (like heart pounding, trouble breathing, sweating) when something reminded you of the stressful experience.</p>

SERVe Study: Veteran Baseline Measures

	Checklist with soldiers returning from combat. Journal of consulting and clinical psychology, 76(2), 272–81.	3. Avoiding activities or situations because they reminded you of the stressful experience. 4. Having difficulty concentrating.
TBI	Schwab, K. A., Baker, G., Ivins, B., Sluss-Tiller, M., Lux, W., & Warden, D. (2006). The Brief Traumatic Brain Injury Screen (BTBIS): Investigating the validity of a self-report instrument for detecting traumatic brain injury (TBI) in troops returning from deployment in Afghanistan and Iraq. Neurology, 66(5)(Supp. 2), A235.	1. During any of your OEF/OIF deployment(s) did you experience any of the following events? (check all that apply) Blast or Explosion Vehicular accident/crash (including aircraft) Fragment wound or bullet wound above the shoulders Fall 2. Did you have any of these symptoms IMMEDIATELY afterwards? (check all that apply) Losing consciousness/"knocked out" Being dazed, confused or "seeing stars" Not remembering the event Concussion Head Injury
Hearing Loss/Tinnitus	New Generation Study (VA) and Millennium Cohort data	During the past month, how much have you been bothered by any of the following problems: Noises in your head or ears (such as ringing, buzzing, crickets, humming, tone, tinnitus, etc) Trouble hearing
Visual Analog Scale for chronic pain	Ref: Hawker et al. 2011 Mattacola, C. G., Perrin, D. H., Gansneder, B. M., Allen, J. D., & Mickey, C. A. (1997). A comparison of visual analog and graphic rating scales for assessing pain following delayed onset muscle soreness. Journal of Sport Rehabilitation, 6, 38-46.	How much chronic pain do you experience, on average?
Military Sexual Trauma	Foa, E. B., & Rothbaum, B. O. (1998). Treating the trauma of rape: Cognitive-behavioral therapy for PTSD. New York: Guilford. (HOW SCORED?)	While you were in the military did you ever experience any unwanted sexual attention, like verbal remarks, touching, or pressure for sexual favors? Did anyone ever use force or the threat of force to have sex with you against your will?
Pittsburgh Sleep Quality Index	Buysse, Reynolds, Monk, Berman, & Kupfer, 1989).	Instructions: The following questions relate to your usual sleep habits during the past month. Your answers should indicate the most accurate reply for the majority of days and nights in the past month. Please answer all questions. During the past month: 1. Over the past 4 weeks, what time did you usually turn the lights off to go to sleep? 2. Over the past 4 weeks, what time did you usually get out of bed? 3. Over the past 4 weeks, how many hours do you think you actually slept each day? This may be different than the number of hours you spent in bed. 4. Over the past 4 weeks, how would you rate your sleep quality overall? 5. How often during the past 4 weeks did you get enough sleep to feel rested upon waking up? Would you say never, rarely, sometimes, often or very often? 6. During the past 4 weeks, how often could you not get to sleep within 30 minutes?

SERVe Study: Veteran Baseline Measures

		7. During the past 4 weeks, how often did you wake up in the middle of the night or early morning?
Sleep Hygiene Index	Mastin, Bryson, & Corwyn (2006)	<i>How frequently do you engage in the following behaviors?</i> 1. I take daytime naps lasting two or more hours 2. I go to bed at different times from day to day 3. I stay in bed longer than I should two or three times a week. 4. I go to bed feeling stressed, angry, upset, or nervous 6. I do important work before bedtime (for example: pay bills, schedule, or study)
Cigarette use	Reed, M.B., Wang, R., Shillington, A., Clapp, J.D., and Lang, J.E. (2007) The relationship between alcohol use and cigarette smoking in a sample of	1. During the past 12 months, have you ever smoked a cigarette? 2. On the average day when you do smoke, how many cigarettes do you typically smoke?
Alcohol Use		Now thinking about the past 30 days, on how many days did you drink over the past 30 days? How many drinks did you have on a typical day in the past 30 days? During the past 30 days...what was the largest number of alcoholic beverages that you drank in a single day? During the past 30 days...How often did you drink ____ (largest amount) alcoholic beverages in a single day?
Drinking Motives Questionnaire (DMQ)	(Cooper, Russell, Skinner, & Windle, 1992).	<i>Thinking of all the times you drink, how often do you drink...</i> 1. Because it helps you enjoy a party (Social) 2. To be sociable (Social) 3. Because it makes social gatherings more fun (Social) 4. Because it improves parties and celebrations (Social) 5. To celebrate a special occasion with friends (Social) 6. To forget your worries (Coping) 7. Because it helps you when you feel depressed or nervous (Coping) 8. To cheer up when you are in a bad mood (Coping) 9. Because you feel more self-confident and sure of yourself (Coping) 10. To forget about your problems (Coping) 11. Because you like the feeling (Enhancement) 12. Because it's exciting (Enhancement) 13. To get high (Enhancement) 14. Because it gives you a pleasant feeling (Enhancement) 15. Because it's fun (Enhancement) 16. Because your friends pressure you to drink (Conformity) 17. So that others won't kid you about your drinking (Conformity) 18. To fit in with a group you like (Conformity) 19. To be liked (Conformity) 20. So you won't feel left out (Conformity)
Alcohol Use Disorders Screening Test (AUDIT)	Babor, T. F., Higgins-Biddle, J. C., Saunders, J. B., & Monteiro, M. G. (2001). AUDIT: The Alcohol Use Disorders Identification Test: Guidelines for use in primary care (2nd ed.). WHO Document No. WHO/MSD/MSB/01. Geneva, Switzerland: World Health Organization	1. How often do you have a drink containing alcohol? 2. How many drinks containing alcohol do you have on a typical day when you are drinking? 3. How often do you have six or more drinks on one occasion? 4. How often during the last year have you found that you were not able to stop drinking once you had started? 5. How often during the last year have you failed to do what was normally expected from you because of drinking?

SERVe Study: Veteran Baseline Measures

	World Health Organization.	6. How often during the last year have you needed a first drink in the morning to get yourself going after a heavy drinking session? 7. How often during the last year have you had a feeling of guilt or remorse after drinking? 8. How often during the last year have you been unable to remember what happened the night before because you had been drinking? 9. Have you or someone else been injured as a result of your drinking? 10. Has a relative or friend or a doctor or another health worker been concerned about your drinking or suggested you cut down?
Additional Health Behaviors	Department of Defense (2013). 2011 Health Related Behaviors Survey of Active Duty Military Personnel. Retrieved from http://www.murray.senate.gov/public/_cache/files/889efd07-2475-40ee-b3b0-508947957a0f/final-2011-hrb-active-duty-survey-report.pdf	<i>During the past 30 days, how often did you do the following kinds of physical activity:</i> 1. Mild 2. Moderate 3. Vigorous 4. Strength <i>During the past 30 days, on days you did the following, how long per day did you typically do each:</i> 1. Mild 2. Moderate 3. Vigorous 4. Strength <i>In a typical week, how often do you eat or drink the following foods?</i> 1. Fruit 2. Vegetables 3. Whole grains 4. Dairy 5. Lean protein 6. Snack foods 7. Sweets 8. Sugary drinks 9. Caffeinated drinks 10. Fried foods
Perceived Stress Scale-4 (PSS-4)	Cohen, S., Kamarck, T., Mermelstein, R. (1983). A global measure of perceived stress. <i>Journal of Health and Social Behavior</i> , 24, 385-396.	<i>The questions in this scale ask you about your feelings and thoughts during the last month. In each case, please indicate with a check how often you felt or thought a certain way.</i> 1. In the last month, how often have you felt that you were unable to control the important things in your life? * 2. In the last month, how often have you felt confident about your ability to handle your personal problems? 3. In the last month, how often have you felt that things were going your way? 4. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? *
Satisfaction with life	Diener, E., Emmons, R.A., Larsen, R.J., & Griffin, S. (1985). The satisfaction with life scale. <i>Journal of Personality Assessment</i> , 49(1), 71-75.	1. In most ways my life is close to my ideal 2. The conditions of my life are excellent 3. So far, I have gotten the important things I want in my life 4. If I could live my life over, I would change almost nothing. 5. I am satisfied with my life
Walter Reed Functional	Herrell, R. K., Edens, E. N., Wright, P. J., Thomas, J. L., Bliese, P. D., & Hoge, C. W.	<i>How much difficulty do you CURRENTLY have with the following:</i> your ability to do PT

SERVe Study: Veteran Baseline Measures

Impairment Scale	(2013). Assessment of functional impairment in a military sample after deployment in Iraq: The Walter Reed Functional Impairment Scale	your ability to carry heavy loads your overall work performance the accuracy of your work the quality of your work your ability to complete assigned tasks your ability to multi-task your problem-solving at work your ability to get along with your coworkers your ability to interact with social groups (church, sports, clubs) your ability to get along with family or friends your ability to have a close relationship (e.g. spouse, girlfriend/boyfriend) your ability to handle personal responsibilities (e.g., maintaining the car, keeping appointments, running errands) your ability to get your bills paid on time
Accidents and Injuries	Kathleen Carlson	<i>During the last 6 months, did you have any injuries or accidents that required professional healthcare; resulted in loss of consciousness, loss of awareness, or amnesia for any length of time; or restricted your normal activities for 4 hours or more that were:</i> Work-related Non-work related
Brief Agitation Measure (BAM)	Ribeiro, J. D., Bender, T. W., Selby, E. A., Hames, J. L., & Joiner, T. E. (2011). Development and Validation of a Brief Self-Report Measure of Agitation: The Brief Agitation Measure. <i>Journal of personality assessment</i> , 93(6), 597-604.	<i>Please rate the extent to which each of the following statements have been true for you in the past week: (instructions and response anchors were approximated from Ribeiro et al. (2011, p 598-99))</i> I want to crawl out of my skin I feel so stirred up inside I want to scream I feel a lot of emotional turmoil in my gut
UCLA Loneliness (Short)	Russell D, Peplau LA, Cutrona CE. (1980). The Revised UCLA Loneliness Scale: concurrent and discriminant validity	1. How often do you feel that you lack companionship? 2. How often do you feel left out? 3. How often do you feel isolated from others?
Perceived Social Support (PSS)	Procidano, M.E., & Heller, K. (1983). Measures of perceived social support from friends and family: Three validation studies. <i>American Journal of Community Psychology</i> , 11, 1-24	<i>The statements which follow refer to feelings and experiences which occur to most people at one time or another in their relationships with friends. For each statement there are three possible answers: Yes, No, Don't know. Please circle the answer you choose for each item.</i> 1. My friends give me the moral support I need. 2. My friends enjoy hearing about what I think. 3. I rely on my friends for emotional support. 4. There is a friend I could go to if I were just feeling down, without feeling funny about it later. 5. My friends are sensitive to my personal needs. 6. My friends are good at helping me solve problems. 7. I've recently gotten a good idea about how to do something from a friend. <i>The statements which follow refer to feelings and experiences which occur to most people at one time or another in their relationships with families. For each statement there are three possible answers: Yes, No, Don't know. Please circle the answer you choose for each item.</i> 1. My family gives me the moral support I need.

SERVe Study: Veteran Baseline Measures

		2. My family enjoys hearing about what I think. 3. I rely on my family for emotional support. 4. There is a member of my family I could go to if I were just feeling down, without feeling funny about it later. 5. My family is sensitive to my personal needs. 6. Members of my family are good at helping me solve problems. 7. I don't have a relationship with a member of my family that is as close as other people's relationships with family members.
Perceived Partner Responsiveness	(Laurenceau, Barrett, & Pietromonaco, 1998); (Reis & Shaver, 1988)	1. To what degree do you feel accepted by your partner? 2. To what degree do you feel understood by your partner? 3. To what degree do you feel cared for by your partner?
Dyadic Adjustment Scale (DAS-7)	Hunsley, J., Best, M., Lefebvre, M., & Vito, D. (2001). The seven-item short form of the Dyadic Adjustment Scale: Further evidence of construct validity. The American Journal of Family Therapy, 29, 325-335.	Please indicate be-low the approximate extent of agreement or disagreement between you and your partner for each item on the following list. 1. Philosophy of life 2. Aims, goals, and things believed important 3. Amount of time spent together How often would you say the following events occur between you and your partner/spouse? 4. Have a stimulating exchange of ideas 5. Calmly discuss something together 6. Work together on a project 7. Circle the dot which best de-scribes the degree of happiness, all things considered, of your relationship (0-6)
Global Marital Satisfaction	(Spanier, 1976)	Please read each of the following statements and indicate the amount of time that best describes your experience. 1. How often do you discuss or have you considered divorce, separation, or terminating your relationship?
Revised Conflict Tactics Scale (Psychological Aggression Subscale)	***Straus, M. A., Hamby, S. L., Boney-McCoy, S., & Sugarman, D. B. (1996). The revised conflict tactics scales (CTS2) development and preliminary psychometric data. Journal of family issues, 17(3), 283-316.; ***Moore, T. M., Elkins, S. R., McNulty, J. K., Kivisto, A. J., & Handsel, V. A. (2011). Alcohol Use and Intimate Partner Violence Perpetration Among College Students. Psychology of Violence, 1(4), 315-328.	For each item, participants are asked whether they have done the following behaviors or whether their partner has done these behaviors within the last (week, month, 6 weeks, 12 months, etc.) Insulted or swore at partner Shouted at partner Stomped out of the room Threatened to hit or throw something at partner Destroyed something of partner's Did something in spite of partner Called partner fat or ugly Accused partner of being a lousy love
Confusion, Hubbub, and Order Scale (CHAOS)	Matheny Jr, A. P., Ludwig, J. L., & Phillips, K. A. Y. (1995). Bringing Order Out of Chaos : Psychometric Characteristics of the Confusion , Hubbub , and Order Scale, 429–444.	There is very little commotion in our home We can usually find things when we need them We almost always seem to be rushed We are usually able to stay on top of things No matter how hard we try, we always seem to be running late It's a real zoo in our home At home we can talk to each other without being interrupted There is often a fuss going on at our home No matter what our family plans, it usually doesn't seem to work out You can't hear yourself think in our home I often get drawn into other people's arguments at home Our home is a good place to relax

SERVe Study: Veteran Baseline Measures

		The telephone takes up a lot of our time at home
		The atmosphere in our home is calm
		First thing in the day, we have a regular routine at home
Parenting	Arnold, D. S., O’Leary, S. G., Wolff, L. S., & Acker, M. M. (1993). The Parenting Scale: A measure of dysfunctional parenting in discipline situations. <i>Psychological Assessment</i> , 5, 137-144.	<i>During the past month, how often did you know...</i>
		1. Get picky and on [Target Child]'s back when you were upset or under stress? (Overreactivity)
		2. Get into a long argument with [Target Child] when He/She misbehaved? (Overreactivity)
		3. Raise your voice or yell when [Target Child] misbehaved? (Overreactivity)
		4. Continue to feel upset after there had been a problem with [Target Child]? (Overreactivity)
		5. Say things you didn't mean when there was a problem with [Target Child]? (Overreactivity)
	Elgar, F. J., Waschbusch, D. a., Dadds, M. R., & Sigvaldason, N. (2006). Development and Validation of a Short Form of the Alabama Parenting Questionnaire. <i>Journal of Child and Family Studies</i> , 16(2), 243–259. doi:10.1007/s10826-006-9082-5	<i>Instructions: The following are a number of statements about your family. Please rate each item as to how often it typically occurs in your home.</i>
		You let yourchild know when he/she is doing a good job with something. (Positive Parenting)
		You compliment your child after he/she has done something well. (Positive Parenting)
		You praise your child if he/she behaves well (Positive Parenting)
		You threaten to punish your child and then do not actually punish him/her (Inconsistent Discipline)
		You let your child out of punishment early (like lift restrictions earlier than you originally said). (Inconsistent Discipline)
		Your child talks you out of being punished after he/she has done something wrong. (Inconsistent Discipline)
Strengths and Difficulties Questionnaire	Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. <i>Journal of Child Psychology and Psychiatry</i> , 38(5), 581-586.	5. Often has temper tantrums or hot tempers (Conduct Problems)
		7. Generally obedient, usually does what adults request (Conduct Problems)
		12. Often fights with other children or bullies them (Conduct Problems)
		18. Often lies or cheats (Conduct Problems)
		22. Steals from home, school or elsewhere (Conduct Problems)
		3. Often complains of headaches, stomach-aches or sickness. (Emotional Symptoms)
		8. Many worries, often seems worried (Emotional Symptoms)
		13. Often unhappy, down-hearted or tearful (Emotional Symptoms)
		16. Nervous or clingy in new situations, easily loses confidence (Emotional Symptoms)
		24. Many fears, easily scared (Emotional Symptoms)
		6. Rather solitary, tends to play alone (Peer Problems)
		11. Has at least one good friend (Peer Problems)
		14. Generally liked by other children (Peer Problems)
		19. Picked on or bullied by other children (Peer Problems)
		23. Gets on better with adults than with other children (Peer Problems)

SERVe Study: Veteran Baseline Measures

Communal Meals	Franks, M.M., Sahin, Z.S., Seidel, A.J., Shields, C.G., Oates, S.K., & Boushey, C.J. (2012). Table for two: Diabetes distress and diet-related interactions of married patients with diabetes and their spouses. <i>Families, Systems, & Health</i> , 30(2), 154-165.	How often did you and your partner eat meals together during the past month?
Work Family Conflict Scale	Matthews, R. a, Kath, L. M., & Barnes-Farrell, J. L. (2010). A short, valid, predictive measure of work-family conflict: item selection and scale validation. <i>Journal of occupational health psychology</i> , 15(1), 75–90. doi:10.1037/a0017443	I have to miss family activities due to the amount of time I must spend on work responsibilities.
		I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.
		The behaviors I perform that make me effective at work do not help me to be a better parent and spouse
		I have to miss work activities due to the amount of time I must spend on family responsibilities.
		Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.
		Behavior that is effective and necessary for me at home would be counterproductive at work.
Work-Family Enrichment	Carlson, Dawn S., K. Michele Kacmar, Julie Holliday Wayne, and Joseph G. Grzywacz. "Measuring the Positive Side of the Work–family Interface: Development and Validation of a Work–family Enrichment Scale." <i>Journal of Vocational Behavior</i> 68, no. 1 (February 2006): 131–164. doi:10.1016/j.jvb.2005.02.002.	<i>To respond to the items that follow, mentally insert each item into the sentence where indicated. Then indicate your agreement with the entire statement using the scale provided below. Place your response in the blank in front of each item.</i>
		<u>My involvement with work</u>
		1. Helps me to understand different viewpoints and this helps me be a better family member
		5. Makes me feel happy and this helps me be a better family member
		7. Helps me feel personally fulfilled and this helps me be a better family member
		<u>My involvement with family</u>
		11. Helps me acquire skills and this helps me be a better worker
		13. Puts me in a good mood and this helps me be a better worker
Individual Task Performance	Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. <i>Academy of Management Journal</i> , 50, 327-347	<i>Please indicate how often you have carried out the following behaviors in the last month.</i>
		Carried out the core parts of your job well
		Completed your core tasks well using the standard procedures
		Ensured your tasks were completed properly
Job Search Behavior	Kopleman, Rovenpor, & Millsap (1992)	<i>Please indicate how often you have done each of the following in the past 30 days</i>
		1. Thought about applying for a new job
		2. Looked for a new job in the newspaper or on the web
		3. Talked to a prospective employer about a new job
		4. Applied for a new job
Job Satisfaction	Hackman & Oldham (1975); Cammann, C., Fichman, M., Jenkins, G. D., & Klesh, J. (1983). "Michigan Organizational Assessment Questionnaire." In S. E.	1. In general, you like working at your job.
		2. In general, you are satisfied with your job
		3. You are generally satisfied with the kind of work you do in this job.

SERVe Study: Veteran Baseline Measures

General Supervisor Support	Yoon, J., & Lim, J. 1999. Organizational support in the workplace: The case of Korean hospital employees. Human Relations, 82: 923-945.	1. My supervisor can be relied upon when things get tough on my job.
		2. My supervisor is willing to listen to my job-related problems
		3. My supervisor really does not care about my well-being
Perceived Supervisor Responsiveness	Adapted from (Laurenceau, Barrett, & Pietromonaco, 1998); (Reis & Shaver, 1988)	1. To what degree do you feel accepted by your supervisor?
		2. To what degree do you feel understood by your supervisor?
		3. To what degree do you feel cared for by your supervisor?
General Coworker Support	Caplan, R.D., Cobb, S., French, J.R.D. et al. (1975). Job demands and worker health. HEW Pub No (NIOSH) 715-160, Washington, DC.	1. How much do your coworkers go out of their way to do things to make your work life easier for you?
		2. How easy is it to talk to your coworkers?
		3. How much can your coworkers be relied on when things get tough at work?
		4. How much are your coworkers willing to listen to your personal problems?
Job Strain - Decision Authority & Psychological Job Demands	Karasek, R., Brisson, C., Kawakami, N., Houtman, I., Bongers, P., & Amick, B. (1998). The Job Content Questionnaire (JCQ): An instrument for internationally comparative assessments of psychosocial job characteristics. Journal of Occupational Health Psychology, 3(4), 322-355.	My job allows me to make a lot of decisions on my own (Decision Authority)
		On my job, I am given a lot of freedom to decide how I do my work (Decision Authority)
		I have a lot of say about what happens on my job (Decision Authority)
		I have enough time to get the job done (Psychological Job Demands)
		My job requires working very fast (Psychological Job Demands)
		My job requires working very hard (Psychological Job Demands)
Intentions to Quit	Boroff, K. E., & Lewin, D. (1997). Loyalty, Voice, and Intent to Exit a Union Firm: A Conceptual and Empirical Analysis. Industrial and Labor Relations Review.	1. I am seriously considering quitting this company for an alternate employer
		2. During the next year, I will probably look for a new job outside this firm.
Role Ambiguity	Rizzo, House & Lirtzman (1970)	1. I know exactly what is expected of me.
		2. I know that I have divided my time properly.
		3. Explanation is clear of what has to be done.
		4. I feel certain about how much authority I have.
		5. I know what my responsibilities are.
		6. Clear, planned goals and objectives exist for my job.
Scale of Perceived Overqualification	Maynard, D. C., Joseph, T. A., & Maynard, A. M. (2006). Underemployment, job attitudes, and turnover intentions. Journal of Organizational Behavior, 27, 509–536.	1. My job requires less training than I have.
		2. The work experience that I have is not necessary to be successful in this job.
		3. I have job skills that are not required for this job.
		4. Someone with less training than myself could perform well on my job.
		5. My previous training is not being fully utilized on this job.
		6. I have a lot of knowledge that I do not need in order to do my job.
		7. My training level is above the training level required by my job.
		8. Someone with less work experience than myself could do my job just as well.
		9. I have more abilities than I need in order to do my job.
Affective Commitment	Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to Organizations and Occupations : Extension and Test of	1. I feel a strong sense of "belonging" to my organization
		2. I feel "emotionally attached" to this organization
		3. I feel like "part of the family" at my organization.

SERVe Study: Veteran Baseline Measures

	a, 78(4), 538–551.	4. This organization has a great deal of personal meaning for me.
Financial Strain	http://sitemaker.umich.edu/avinokur/home	How difficult is it for you to live on your total household income right now? In the next two months, how much do you anticipate that you and your family will experience actually hardships such as inadequate housing, food, or medical attention? In the next two months, how much do you anticipate having to reduce your standard of living to the bare necessities in life?
Interpersonal Conflict	Dierdorff, E. C., & Ellington, J. K. (2008). It's the nature of the work: Examining behavior-based sources of work-family conflict across occupations. <i>Journal of Applied Psychology</i> , 93, 883-892	1. How often is dealing with unpleasant, angry, or discourteous people a part of your current job? This includes both co-workers and residents. 2. How often is dealing with violent or physically aggressive people a part of your current job?
Job Security Index	Probst, T.M. (2003). Development and validation of the Job Security Index and the Job Security Satisfaction Scale: A classical test theory and IRT approach. <i>Journal of Occupational and Organizational Psychology</i> , 76, 451-467.	What is the FUTURE OF YOUR JOB with this organization like? Circle YES if the item describes the FUTURE OF YOUR JOB. Circle NO if the item does not describe the FUTURE OF YOUR JOB. Circle ? if you cannot decide. Please choose a response for each item. Sure Up in the air Stable My job is almost guaranteed
Control Over Work Hours	Thomas, L.T., & Ganster, D.C. (1995). Impact of Family-Supportive Work Variables on Work-Family Conflict and Strain: A Control Perspective. <i>Journal of Applied</i>	The first few questions are going to ask about your perceived control over your work schedule at ^FCOMPANY. PROMPT FOR QUESTIONS: (Please answer thinking about what you feel or believe is realistic for you. in your job.) How much choice do you have over when you take vacations or days off? How much choice do you have over when you can take off a few hours? How much choice do you have over when you begin and end each work day? How much choice do you have over the total number of hours you work each week? How much choice do you have over doing some of your work at home or at another location, instead of [insert company name/location]? How much choice do you have over the number of personal phone calls you make or receive while you work? How much choice do you have over the amount or times you take work home with you? How much choice do you have over shifting to a part-time schedule (or full-time if currently part-time) while remaining in your current position if you wanted to do so?
Enacted Safety Climate/Extrinsic Safety Motivation	Probst, T.M. & Brubaker, T.L. (2001)	When I ignore safety rules, my supervisor gets very concerned. **THIS ITEM ADAPTED FROM ORIGINAL My supervisor strictly enforces safety rules and regulations. My supervisor praises me when he or she sees that I am following proper safety procedures.
Safety Compliance	Neal, A., Griffin, M. A., & Hart, P. M. (2000)	I carry out my work in a safe manner. I use all the necessary safety equipment to do my job. I use the correct safety procedures for carrying out my job. I ensure the highest levels of safety when I carry out my job.

SERVe Study: Veteran Baseline Measures

Deployment readiness	Vinokur, A. D., Pierce, P. F., Lewandowski-Romps, L., Hobfoll, S. E., & Galea, S. (2011). Effects of war exposure on air force personnel's mental health, job burnout and other organizational related outcomes. <i>Journal of Occupational Health Psychology</i> , 16(1), 3–17. doi:10.1037/a0021617	<i>Should you be deployed again, how strongly do you agree or disagree with each of the following statements about deployment for you and your family?</i>
		My personal life and affairs are organized so that I am ready to deploy with little advance notice,
		I am emotionally pre- pared for deployment at any time
		I always keep my legal and financial affairs in order
		I am physically able to deploy at any time
		I am mentally prepared for deployment at any time.
Combat Exposure Scale (CES)	(Keane et al., 1989)	<i>During your deployment</i>
		1. Did you ever go on combat patrols or have other dangerous duty?
		2. Were you ever under enemy fire?
		3. Were you ever surrounded by the enemy?
		4. What percent of the men in your unit were killed, wounded, or missing in action?
		5. How often did you fire rounds at the enemy?
		6. How often did you see someone get hit by incoming or outgoing rounds?
		7. How often were you in danger of being injured or killed in the line of duty?
Intentions to reenlist	Kelley, Hock, Bonney, Jarvis, Smith, & Gaffney (2001)	1. How likely will you be to reenlist at your EAOS?
Family-Supportive Work Environment	Olde-Dusseau, H., Herleman, H., Britt, T., Moore, D. (2013). Family-Supportive Work Environments and Psychological Strain: A Longitudinal Test of Two Theories. <i>Journal of Occupational Health Psychology</i> , 18(1), 27-36	In my unit, leaders are supportive of soldier's efforts to balance their work and nonwork lives.
		In my unit, attending family needs such as taking time off for sick children is frowned upon*
		In my unit, the way to advance is to keep family matters out of the workplace*
		Our unit enforces soldiers taking family/soldier time.
Collective Self-Esteem Scale	Luhtanen, R., & Crocker, J. (1992). A Collective Self-Esteem Scale: Self-Evaluation of One's Social Identity. <i>Personality and Social Psychology Bulletin</i> , 18(3), 302–318. doi:10.1177/0146167292183006	1. Overall, the military has very little to do with how I feel about myself
		2. Belonging to the military is an important reflection of who I am
		3. Belonging to the military is unimportant to my sense of what kind of person I am
		4. In general, belonging to the military is an important part of my self- image
Mini International Personality Item Pool (IPIP)	Donnellan, M.B., Oswald, F.L., Baird, B.M., & Lucas, R.E. (2006). The mini-IPIP scales: Tiny-yet-effective measures of the big five factors of personality. <i>Psychological Assessment</i> , 18(2), 192-203.	I get chores done right away
		I often forget to put things back in their proper place (R)
		I like order
		I make a mess of things (R)
		I have frequent mood swings
		I am relaxed most of the time (R)
		I get upset easily
Dimensions of Anger Reactions (DAR)	Forbes, D., Hawthorne, G., Elliott, P., McHugh, T., Biddle, D., Creamer, M., & Novaco, R. W. (2004). A concise measure of anger in combat-related posttraumatic stress disorder. <i>Journal of Traumatic Stress</i> , 17 (3), 249-256.	I seldom feel blue (R)
		<i>Please indicate the degree to which each statement describes your feelings or behavior.</i>
		I often find myself getting angry at people or situations.
		When I get angry, I get really mad.
		When I get angry, I stay angry.
		When I get angry at someone, I want to clobber the person.
		My anger interferes with my ability to get my work done.

SERVe Study: Veteran Baseline Measures

		My anger prevents me from getting along with people as well as I'd like to.
		My anger has had a bad effect on my health.
VA-Homelessness Screening Clinical Reminder (HSCR)	Department of Veterans Affairs (2012). VistA: Homelessness Screening & Lipid Statin Rx CVD/DM Reminders, PXRm*2.0*27 Installation and Setup Guide.	In the past 2 months, have you been living in stable housing that you own, rent, or stay in as part of a household? ("No" response indicates Veteran is positive for homelessness.)
		Are you worried or concerned that in the next 2 months you may NOT have stable housing that you own, rent, or stay in as part of a household? ("Yes" response indicates Veteran is positive for risk.)
Risky Behaviors	VA new generation study (Kathleen rlson)	How often do you use seat belts when you drive or ride in a car?
		Do you ride a motorcycle?
		Do you usually drive...(mark only one)
		During the past 4 weeks, how many people have you had sex with?
		During the past 4 weeks, have you had sex with someone who is not your main partner or whom you do not consider to be your main partner?
		(If yes) thinking back to the last time you had sex with that person, was a condom used?
Deployment History & Demographics		How many times have you gambled for money in the past 30 days
	Cuadrado, M., & Lieberman, L. (2012). Use of a short gambling screen with an arrestee population: A feasibility study. <i>Journal of Gambling Studies</i> , 28 (2), 193-205	What is your gender
		What is your age?
		What is the highest degree or level of school you have completed?
		Are you of Hispanic, Latino or Spanish Origin?
		What is your race/ethnicity?
		What is the name of your current employer?
		How long have you worked for this company?
		Which of the following best describes your work schedule at this job?
		Do you have one or more additional jobs outside of your job at (primary company)?
		What is your approximate gross income for the past 12 months from this job, that is, income earned before taxes, social security, and so on, but not including benefits?
		What is your occupation?
		How many hours do you work in an average week at (primary employer)?
		How many hours do you work in an average week at all of your jobs put together, including your primary job?
		Who is your primary supervisor at ____ (Primary Job) ____ (i.e., the supervisor you report to most directly)?
		Who is your secondary supervisor at ____ (Primary Job) ____ (i.e., the supervisor you report to most frequently after your primary supervisor)? If you do not have a secondary supervisor, leave this question blank.
		At ____ (Primary Job) ____, how many employees report directly to you as their supervisor? If none (i.e., you are not a supervisor), select 0.

SERVe Study: Veteran Baseline Measures

Sandwich Generation	Are you currently providing care for one or more elderly or adult dependents at least 3 hours per week? Caregiving activities could include providing transportation, doing yard work, managing money, etc.
	What is your current marital status?
	How long have you been in a relationship with your partner/spouse?
	How many children do you have?
	How many dependent children do you have living in the home at least 3 days per week?
	What are the ages of these children (dependent, living at home at least 3 days a week)?
	Are any of these children [dependent, living at home at least 3 days a week] from a previous union [your own or your partner's, or both]?
	Do you have any children living at home who have a developmental disability, physical health problem, or long-term serious mental health problem?
	What best describes your current military status?
	(Separated only): In which month and year did the separation occur?
Macera et al., 2013. Do sleep problems mediate the relationship between	What is your present service branch/military component?
	How long have you been at your present rank?
Tom Britt's Survey	What is your military rank/pay grade?
VA-connected Disability Rating	"What, if any, VA-connected disability rating to you currently have?"
CANG	How long have you been in the military?
	To what extent are(were) your role and duties in the military similar to your civilian job?
	How does the amount of responsibility you have (had) in your military job compare to your current civilian job?
	How many total months have you been deployed (combat or peacekeeping) since September 11, 2001?
	How many times since September 11, 2001 have you deployed for more than 30 days to any of the following?
	Iraq
	Afghanistan
	Kuwait
	Africa
	International/non-combat zone
	Domestic
	Where was your most recent deployment?
	For your most recent deployment, please indicated the month and year you arrived in theater .
	For your most recent deployment, please indicate the month and year you returned home .
	How many months did you have between your last two deployments?
	Between your last two deployments, how many months were you away from home for training?

SERVe Study: Spouse Baseline Measures

Measure	Reference	Item
Family Supportive Supervisor Behaviors (FSSB)	Hammer, L. B., Ernst Kossek, E., Bodner, T., & Crain, T. (2013). Measurement Development and Validation of the Family Supportive Supervisor Behavior Short-Form (FSSB-SF). Journal of Occupational Health Psychology, 18(3), 285–296. doi:10.1037/a0032612	1. Your supervisor makes you feel comfortable talking to him/her about your conflicts between work and non-work
		2. Your supervisor works effectively with employees to <u>creatively solve conflicts between work and non-work</u>
		3. Your supervisor demonstrates effective behaviors in how to <u>juggle work and non-work issues</u>
		4. Your supervisor organizes the work in your department or unit to <u>jointly benefit employees and the company</u>
Family Supportive Supervisor Behaviors (FSSB)--Perceptions from	**Based on original FSSB	<i>Instructions: Please answer the following questions indicating the extent to which you agree.</i>
		1. My spouse's supervisor supports his/her non-work needs, such as family needs.
Veteran-Supportive Supervisor Behaviors (VSSB)--Spouse/Partner	**Based on original VSSB	<i>Instructions: Please answer the following questions indicating the extent to which you agree.</i>
		1. My supervisor supports my needs as the spouse/partner of a military member.
		2. My spouse's supervisor supports his/her needs as a member of the military.
Perceived Health	Stewart, A. L., & Ware, J. E. (1992). Measuring functioning and well-being: The medical outcome study approach. (pp. 345–371). Durham, NC: Duke University Press. Hobfoll et al., (2012). The Combined Stress of Family Life, Work, and War in Air Force	1. In general, would you say your health is...*
		2. To what extent do you have any particular health problems?
		3. Thinking about the past 2 months, how much of the time has your health kept you from doing the kind of things other people your age do?
		4. To what extent do you feel healthy enough to carry out things that you would like to do?
Hearing Loss/Tinnitus	New Generation Study (VA) and Millennium Cohort data	During the past month, how much have you been bothered by any of the following problems:
		Noises in your head or ears (such as ringing, buzzing, crickets, humming, tone, tinnitus, etc)
		Trouble hearing
Visual Analog Scale for chronic pain	Ref: Hawker et al. 2011 Mattacola, C. G., Perrin, D. H., Gansneder, B. M., Allen, J. D., & Mickey, C. A. (1997). A comparison of visual analog and graphic rating scales for assessing pain following delayed onset muscle soreness. Journal of Sport Rehabilitation, 6, 38-46.	How much chronic pain do you experience, on average?
K6	(Kessler et al., 2002; Mroczek & Kolarz, 1998)	<i>During the last 30 days, about how often did...</i>
		1... you feel so depressed that nothing could cheer you up?
		2... you feel hopeless?
		3... you feel restless or fidgety?
		4... you feel that everything was an effort?
		5... you feel worthless?
		6... you feel nervous?

SERVe Study: Spouse Baseline Measures

PCL-C	<p>Weathers, F.W., Huska, J.A., Keane, T.M. PCL-M for DSM-IV. Boston; National Center for PTSD - Behavioral Science Division, 1991.;</p> <p>Bliese, P. D., Wright, K. M., Adler, A. B., Cabrera, O., Castro, C. a, & Hoge, C. W. (2008). Validating the primary care posttraumatic stress disorder screen and the posttraumatic stress disorder checklist with soldiers returning from combat. Journal of consulting and clinical psychology, 76(2), 272–81.</p>	<p><i>Instruction to patient: Below is a list of problems and complaints that veterans sometimes have in response to stressful life experiences. Please read each one carefully, put an "X" in the box to indicate how much you have been bothered by that problem in the last month.</i></p> <p>1. Repeated disturbing memories, thoughts, or images of a stressful experience from the past.</p> <p>2. Having physical reactions (like heart pounding, trouble breathing, sweating) when something reminded you of a stressful experience from the past.</p> <p>3. Avoiding activities or situations because they reminded you of a stressful experience from the past.</p> <p>4. Having difficulty concentrating.</p>
Brief Agitation Measure (BAM)	<p>Ribeiro, J. D., Bender, T. W., Selby, E. A., Hames, J. L., & Joiner, T. E. (2011). Development and Validation of a Brief Self-Report Measure of Agitation: The Brief Agitation Measure. Journal of personality assessment, 93(6), 597-604.</p>	<p><i>Please rate the extent to which each of the following statements have been true for you in the past week: (instructions and response anchors were approximated from Ribeiro et al. (2011, p 598-99))</i></p> <p>I want to crawl out of my skin</p> <p>I feel so stirred up inside I want to scream</p> <p>I feel a lot of emotional turmoil in my gut</p>
Pittsburgh Sleep Quality Index	<p>Buysse, Reynolds, Monk, Berman, & Kupfer, (1989).</p>	<p><i>Instructions: The following questions relate to your usual sleep habits during the past month. Your answers should indicate the most accurate reply for the majority of days and nights in the past month. Please answer all questions. During the past month:</i></p> <p>1. Over the past 4 weeks, what time did you usually turn the lights off to go to sleep?</p> <p>2. Over the past 4 weeks, what time did you usually get out of bed?</p> <p>3. Over the past 4 weeks, how many hours do you think you actually slept each day? This may be different than the number of hours you spent in bed.</p> <p>4. Over the past 4 weeks, how would you rate your sleep quality overall?</p> <p>5. How often during the past 4 weeks did you get enough sleep to feel rested upon waking up? Would you say never, rarely, sometimes, often or very often?</p> <p>6. During the past 4 weeks, how often could you not get to sleep within 30 minutes?</p> <p>7. During the past 4 weeks, how often did you wake up in the middle of the night or early morning?</p>
Sleep Hygiene Index	<p>Mastin, Bryson, & Corwyn (2006)</p>	<p><i>How frequently do you engage in the following behaviors?</i></p> <p>1. I take daytime naps lasting two or more hours</p> <p>2. I go to bed at different times from day to day</p> <p>3. I stay in bed longer than I should two or three times a week.</p> <p>4. I go to bed feeling stressed, angry, upset, or nervous</p> <p>6. I do important work before bedtime (for example: pay bills, schedule, or study)</p>
Cigarette use	<p>Reed, M.B., Wang, R., Shillington, A., Clapp, J.D., and Lang, J.E. (2007) The relationship between alcohol use and cigarette smoking in a sample of undergraduate college</p>	<p>1. During the past 12 months, have you ever smoked a cigarette?</p> <p>2. On the average day when you do smoke, how many cigarettes do you typically smoke?</p>

SERVe Study: Spouse Baseline Measures

Alcohol Use		1. How many drinks did you have on a typical day in the past 12 months? 2. During the past 12 months...what was the largest number of alcoholic beverages that you drank in a single day? 3. During the 12 months...How often did you drink ____ (largest amount) alcoholic beverages in a single day? 4. Now thinking about the past 30 days, on how many days did you drink over the past 30 days? 5. How many drinks did you have on a typical day in the past 30 days? 6. During the past 30 days...what was the largest number of alcoholic beverages that you drank in a single day? 7. During the past 30 days...How often did you drink (largest amount) alcoholic beverages in a single day?
Drinking Motives Questionnaire (DMQ)	(Cooper, Russell, Skinner, & Windle, 1992).	<i>Thinking of all the times you drink, how often do you drink...</i> 1. Because it helps you enjoy a party (Social) 2. To be sociable (Social) 3. Because it makes social gatherings more fun (Social) 4. Because it improves parties and celebrations (Social) 5. To celebrate a special occasion with friends (Social) 6. To forget your worries (Coping) 7. Because it helps you when you feel depressed or nervous (Coping) 8. To cheer up when you are in a bad mood (Coping) 9. Because you feel more self-confident and sure of yourself (Coping) 10. To forget about your problems (Coping) 11. Because you like the feeling (Enhancement) 12. Because it's exciting (Enhancement) 13. To get high (Enhancement) 14. Because it gives you a pleasant feeling (Enhancement) 15. Because it's fun (Enhancement) 16. Because your friends pressure you to drink (Conformity) 17. So that others won't kid you about your drinking (Conformity) 18. To fit in with a group you like (Conformity) 19. To be liked (Conformity) 20. So you won't feel left out (Conformity)
Alcohol Use Disorders Screening Test (AUDIT)	Babor, T. F., Higgins-Biddle, J. C., Saunders, J. B., & Monteiro, M. G. (2001). AUDIT: The Alcohol Use Disorders Identification Test: Guide- lines for use in primary care (2nd ed.). WHO Document No. WHO/MSD/MSB/01. Geneva, Switzerland: World Health Organization.	1. How often do you have a drink containing alcohol? 2. How many drinks containing alcohol do you have on a typical day when you are drinking? 3. How often do you have six or more drinks on one occasion? 4. How often during the last year have you found that you were not able to stop drinking once you had started? 5. How often during the last year have you failed to do what was normally expected from you because of drinking? 6. How often during the last year have you needed a first drink in the morning to get yourself going after a heavy drinking session?

SERVE Study: Spouse Baseline Measures

		<p>7. How often during the last year have you had a feeling of guilt or remorse after drinking?</p> <p>8. How often during the last year have you been unable to remember what happened the night before because you had been drinking?</p> <p>9. Have you or someone else been injured as a result of your drinking?</p> <p>10. Has a relative or friend or a doctor or another health worker been concerned about your drinking or suggested you cut down?</p>
Additional Health Behaviors	Department of Defense (2013). 2011 Health Related Behaviors Survey of Active Duty Military Personnel. Retrieved from http://www.murray.senate.gov/public/_cache/files/889efd07-2475-40ee-b3b0-508947957a0f/final-2011-hrb-active-duty-survey-report.pdf	<p><i>During the past 30 days, how often did you do the following kinds of physical activity:</i></p> <p>1. Mild</p> <p>2. Moderate</p> <p>3. Vigorous</p> <p>4. Strength</p> <p><i>During the past 30 days, on days you did the following, how long per day did you typically do each:</i></p> <p>1. Mild</p> <p>2. Moderate</p> <p>3. Vigorous</p> <p>4. Strength</p> <p><i>In a typical week, how often do you eat or drink the following foods?</i></p> <p>1. Fruit</p> <p>2. Vegetables</p> <p>3. Whole grains</p> <p>4. Dairy</p> <p>5. Lean protein</p> <p>6. Snack foods</p> <p>7. Sweets</p> <p>8. Sugary drinks</p> <p>9. Caffeinated drinks</p> <p>10. Fried foods</p>
Perceived Stress Scale-4 (PSS-4)	Cohen, S., Kamarck, T., Mermelstein, R. (1983). A global measure of perceived stress. Journal of Health and Social Behavior, 24, 385-396.	<p><i>The questions in this scale ask you about your feelings and thoughts during the last month. In each case, please indicate with a check how often you felt or thought a certain way.</i></p> <p>1. In the last month, how often have you felt that you were unable to control the important things in your life?*</p> <p>2. In the last month, how often have you felt confident about your ability to handle your personal problems?</p> <p>3. In the last month, how often have you felt that things were going your way?</p> <p>4. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?*</p>
Satisfaction with life	Diener, E., Emmons, R.A., Larsen, R.J., & Griffin, S. (1985). The satisfaction with life scale. Journal of Personality Assessment, 49(1), 71-75.	<p>1. In most ways my life is close to my ideal</p> <p>2. The conditions of my life are excellent</p> <p>3. So far, I have gotten the important things I want in my life</p> <p>4. If I could live my life over, I would change almost nothing.</p> <p>5. I am satisfied with my life</p>

SERVe Study: Spouse Baseline Measures

Accidents and Injuries	Kathleen Carlson	<i>During the last 6 months, did you have any injuries or accidents that required professional healthcare; resulted in loss of consciousness, loss of awareness, or amnesia for any length of time; or restricted your normal activities for 4 hours or more that were:</i>
		Work-related
		Non-work related
Walter Reed Functional Impairment Scale	Herrell, R. K., Edens, E. N., Wright, P. J., Thomas, J. L., Bliese, P. D., & Hoge, C. W. (2013). Assessment of functional impairment in a military sample after deployment in Iraq: The Walter Reed Functional Impairment Scale **ADAPTED	<i>How much difficulty do you CURRENTLY have with the following:</i>
		<u>your ability to do physical exercise</u>
		<u>your ability to carry heavy loads</u>
		<u>your overall work performance</u>
		<u>the accuracy of your work</u>
		<u>the quality of your work</u>
		<u>your ability to complete assigned tasks</u>
		<u>your ability to multi-task</u>
		<u>your problem-solving at work</u>
		<u>your ability to get along with your coworkers</u>
		<u>your ability to interact with social groups (church, sports, clubs)</u>
		<u>your ability to get along with family or friends</u>
		<u>your ability to have a close relationship (e.g. spouse, girlfriend/boyfriend)</u>
VA-Homelessness Screening Clinical Reminder (HSCR)	Department of Veterans Affairs (2012). VistA: Homelessness Screening & Lipid Statin Rx CVD/DM Reminders, PXRm*2.0*27 Installation and Setup Guide.	In the past 2 months, have you been living in stable housing that you own, rent, or stay in as part of a household? ("No" response indicates Veteran is positive for homelessness.)
		Are you worried or concerned that in the next 2 months you may NOT have stable housing that you own, rent, or stay in as part of a household? ("Yes" response indicates Veteran is positive for risk.)
Perceived Stress of Veteran		
UCLA Loneliness (Short)	Russell D, Peplau LA, Cutrona CE. (1980). The Revised UCLA Loneliness Scale: concurrent and discriminant validity	1. How often do you feel that you lack companionship?
		2. How often do you feel left out?
		3. How often do you feel isolated from others?
Perceived Social Support (PSS)	Procidano, M.E., & Heller, K. (1983). Measures of perceived social support from friends and family: Three validation studies. American Journal of Community Psychology, 11, 1-24	<i>The statements which follow refer to feelings and experiences which occur to most people at one time or another in their relationships with friends. For each statement there are three possible answers: Yes, No, Don't know. Please circle the answer you choose for each item</i>
		1. My friends give me the moral support I need.
		2. My friends enjoy hearing about what I think.
		3. I rely on my friends for emotional support.
		4. There is a friend I could go to if I were just feeling down, without feeling funny about it later.
		5. My friends are sensitive to my personal needs.
		6. My friends are good at helping me solve problems.
		7. I've recently gotten a good idea about how to do something from a friend.

SERVe Study: Spouse Baseline Measures

		<p><i>The statements which follow refer to feelings and experiences which occur to most people at one time or another in their relationships with families. For each statement there are three possible answers: Yes, No, Don't know. Please circle the answer you choose for each item.</i></p> <p>1. My family gives me the moral support I need.</p> <p>2. My family enjoys hearing about what I think.</p> <p>3. I rely on my family for emotional support.</p> <p>4. There is a member of my family I could go to if I were just feeling down, without feeling funny about it later.</p> <p>5. My family is sensitive to my personal needs.</p> <p>6. Members of my family are good at helping me solve problems.</p> <p>7. I don't have a relationship with a member of my family that is as close as other people's relationships with family members.</p>
Spouse Support	Schuster, T. L., Kessler, R. C., & Aseltine, R. H. (1990). Supportive interactions, negative interactions, and depressive mood. <i>American Journal of Community Psychology</i> , 18, 423-438. Grzywacz, J. G., & Marks, N. F. (2000). Family, work, work-family spillover, and problem drinking during midlife. <i>Journal of</i>	<p><i>How much...</i></p> <p>1. Does your partner/spouse really care about you?</p> <p>2. Does he/she understand the way you feel about things?</p> <p>3. Does he/she appreciate you?</p> <p>4. Can you open up to him/her if you need to talk about your worries?</p> <p>5. Can you relax and be yourself around him/her?</p>
Perceived Partner Responsiveness	(Laurenceau, Barrett, & Pietromonaco, 1998); (Reis & Shaver, 1988)	<p>1. To what degree do you feel accepted by your partner?</p> <p>2. To what degree do you feel understood by your partner?</p> <p>3. To what degree do you feel cared for by your partner?</p>
Dyadic Adjustment Scale (DAS-7)	Hunsley, J., Best, M., Lefebvre, M., & Vito, D. (2001). The seven-item short form of the Dyadic Adjustment Scale: Further evidence of construct validity. <i>The American Journal of Family Therapy</i> , 29, 325-335.	<p><i>Please indicate be-low the approximate extent of agreement or disagreement between you and your partner for each item on the following list.</i></p> <p>1. Philosophy of life</p> <p>2. Aims, goals, and things believed important</p> <p>3. Amount of time spent together</p> <p><i>How often would you say the following events occur between you and your partner/spouse?</i></p> <p>4. Have a stimulating exchange of ideas</p> <p>5. Calmly discuss something together</p> <p>6. Work together on a project</p> <p>7. Circle the dot which best de-scribes the degree of happiness, all things considered, of your relationship (0-6)</p>
Global Marital Satisfaction	(Spanier, 1976)	<p><i>Please read each of the following statements and indicate the amount of time that best describes your experience.</i></p> <p>1. How often do you discuss or have you considered divorce, separation, or terminating your relationship?</p>
Revised Conflict Tactics Scale (Psychological Aggression Subscale)	***Straus, M. A., Hamby, S. L., Boney-McCoy, S., & Sugarman, D. B. (1996). The revised conflict tactics scales (CTS2) development and preliminary psychometric data. <i>Journal of family issues</i> , 17(3), 283-316.; ***Moore, T. M., Elkins, S. R., McNulty, J. K., Kivisto, A. J., & Handsel, V. A. (2011). Alcohol Use and Intimate Partner Violence Perpetration Among College	<p><i>For each item, participants are asked whether they have done the following behaviors or whether their partner has done these behaviors within the last (week, month, 6 weeks, 12 months, etc.)</i></p> <p>Insulted or swore at partner</p> <p>Shouted at partner</p> <p>Stomped out of the room</p> <p>Threatened to hit or throw something at partner</p> <p>Destroyed something of partner's</p>

SERVe Study: Spouse Baseline Measures

	Violence Perpetration Among College Students. <i>Psychology of Violence</i> , 1(4), 315-328.	Did something in spite of partner Called partner fat or ugly Accused partner of being a lousy love
Confusion, Hubbub, and Order Scale (CHAOS)	Matheny Jr, A. P., Ludwig, J. L., & Phillips, K. A. Y. (1995). Bringing Order Out of Chaos : Psychometric Characteristics of the Confusion , Hubbub , and Order Scale, 429–444.	There is very little commotion in our home We can usually find things when we need them We almost always seem to be rushed We are usually able to stay on top of things No matter how hard we try, we always seem to be running late It's a real zoo in our home At home we can talk to each other without being interrupted There is often a fuss going on at our home No matter what our family plans, it usually doesn't seem to work out You can't hear yourself think in our home I often get drawn into other people's arguments at home Our home is a good place to relax The telephone takes up a lot of our time at home The atmosphere in our home is calm First thing in the day, we have a regular routine at home
Parenting	Arnold, D. S., O'Leary, S. G., Wolff, L. S., & Acker, M. M. (1993). The Parenting Scale: A measure of dysfunctional parenting in discipline situations. <i>Psychological Assessment</i> , 5, 137-144. Elgar, F. J., Waschbusch, D. a., Dadds, M. R., & Sigvaldason, N. (2006). Development and Validation of a Short Form of the Alabama Parenting Questionnaire. <i>Journal of Child and Family Studies</i> , 16(2), 243–259. doi:10.1007/s10826-006-9082-5	<i>During the past month, how often did you know...</i> 1. Get picky and on [Target Child]'s back when you were upset or under stress? (Overreactivity) 2. Get into a long argument with [Target Child] when He/She misbehaved? (Overreactivity) 3. Raise your voice or yell when [Target Child] misbehaved? (Overreactivity) 4. Continue to feel upset after there had been a problem with [Target Child]? (Overreactivity) 5. Say things you didn't mean when there was a problem with [Target Child]? (Overreactivity) <i>Instructions: The following are a number of statements about your family. Please rate each item as to how often it typically occurs in your home.</i> You let yourchild know when he/she is doing a good job with something. (Positive Parenting) You compliment your child after he/she has done something well. (Positive Parenting) You praise your child if he/she behaves well (Positive Parenting) You threaten to punish your child and then do not actually punish him/her (Inconsistent Discipline) You let your child out of punishment early (like lift restrictions earlier than you originally said). (Inconsistent Discipline) Your child talks you out of being punished after he/she has done something wrong. (Inconsistent Discipline)
Strengths and Difficulties Questionnaire	Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. <i>Journal of Child Psychology and Psychiatry</i> , 38(5), 581-586.	5. Often has temper tantrums or hot tempers (Conduct Problems) 7. Generally obedient, usually does what adults request (Conduct Problems) 12. Often fights with other children or bullies them (Conduct Problems) 18. Often lies or cheats (Conduct Problems)

SERVe Study: Spouse Baseline Measures

		22. Steals from home, school or elsewhere (Conduct Problems) 3. Often complains of headaches, stomach-aches or sickness. (Emotional Symptoms) 8. Many worries, often seems worried (Emotional Symptoms) 13. Often unhappy, down-hearted or tearful (Emotional Symptoms) 16. Nervous or clingy in new situations, easily loses confidence (Emotional Symptoms) 24. Many fears, easily scared (Emotional Symptoms) 6. Rather solitary, tends to play alone (Peer Problems) 11. Has at least one good friend (Peer Problems) 14. Generally liked by other children (Peer Problems) 19. Picked on or bullied by other children (Peer Problems) 23. Gets on better with adults than with other children (Peer Problems)
Communal Meals	Franks, M.M., Sahin, Z.S., Seidel, A.J., Shields, C.G., Oates, S.K., & Boushey, C.J. (2012). Table for two: Diabetes distress and diet-related interactions of married patients with diabetes and their spouses. <i>Families, Systems, & Health</i> , 30(2), 154-165.	How often did you and your partner eat meals together during the past month?
Impact of Separations	Burrell, L.M., Adams, G.A., Durand, D.B., & Castro, C.A. (2006). The impact of military lifestyle demands on well-being, army, and family outcomes. <i>Armed Forces & Society</i> , 33(1), 43-58.	1. The separations from my partner are stressful. 2. The number of deployments has put a strain on our family. 3. The number of deployments has hurt the stability of our relationship. 4. I worry about the effects of my partner's deploying on our children.
Work Family Conflict Scale	Matthews, R. a, Kath, L. M., & Barnes-Farrell, J. L. (2010). A short, valid, predictive measure of work-family conflict: item selection and scale validation. <i>Journal of occupational health psychology</i> , 15(1), 75–90. doi:10.1037/a0017443	I have to miss family activities due to the amount of time I must spend on work responsibilities. I am often so emotionally drained when I get home from work that it prevents me from contributing to my family. The behaviors I perform that make me effective at work do not help me to be a better parent and spouse I have to miss work activities due to the amount of time I must spend on family responsibilities. Because I am often stressed from family responsibilities, I have a hard time concentrating on my work. Behavior that is effective and necessary for me at home would be counterproductive at work.
Work-Family Enrichment	Carlson, Dawn S., K. Michele Kacmar, Julie Holliday Wayne, and Joseph G. Grzywacz. "Measuring the Positive Side of the Work–family Interface: Development and Validation of a Work–family Enrichment Scale." <i>Journal of Vocational Behavior</i> 68, no. 1 (February 2006): 131–164. doi:10.1016/j.jvb.2005.02.002.	To respond to the items that follow, mentally insert each item into the sentence where indicated. Then indicate your agreement with the entire statement using the scale provided below. Place your response in the blank in front of each item. My involvement with work _____ 1. Helps me to understand different viewpoints and this helps me be a better family member 5. Makes me feel happy and this helps me be a better family member

SERVe Study: Spouse Baseline Measures

		7. Helps me feel personally fulfilled and this helps me be a better family member <i>My involvement with family</i>
		11. Helps me acquire skills and this helps me be a better worker
		13. Puts me in a good mood and this helps me be a better worker
		17. Encourages me to use my work time in a focused manner and this helps me be a better worker
Individual Task Performance	Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. <i>Academy of Management Journal</i> , 50 , 327-347.	<i>Please indicate how often you have carried out the following behaviors in the last month.</i> Carried out the core parts of your job well Completed your core tasks well using the standard procedures Ensured your tasks were completed properly
Job Search Behavior	Kopleman, Rovenpor, & Millsap (1992)	<i>Please indicate how often you have done each of the following in the past 30 days</i> 1. Thought about applying for a new job 2. Looked for a new job in the newspaper or on the web 3. Talked to a prospective employer about a new job 4. Applied for a new job
Job Satisfaction	Hackman & Oldham (1975); Cammann, C., Fichman, M., Jenkins, G. D., & Klesh, J. (1983). "Michigan Organizational Assessment Questionnaire." In S. E.	1. In general, you like working at your job. 2. In general, you are satisfied with your job 3. You are generally satisfied with the kind of work you do in this job.
Job Satisfaction--perceptions of vet		My spouse is satisfied with his/her job.
General Supervisor Support	Yoon, J., & Lim, J. 1999. Organizational support in the workplace: The case of Korean hospital employees. <i>Human Relations</i> , 82: 923-945.	1. My supervisor can be relied upon when things get tough on my job. 2. My supervisor is willing to listen to my job-related problems 3. My supervisor really does not care about my well-being
General Supervisor Support--perceptions of vet		My spouse's supervisor supports his/her job-related needs.
Perceived Supervisor Responsiveness	Adapted from (Laurenceau, Barrett, & Pietromonaco, 1998); (Reis & Shaver, 1988)	1. To what degree do you feel accepted by your supervisor? 2. To what degree do you feel understood by your supervisor? 3. To what degree do you feel cared for by your supervisor?
General Coworker Support	Caplan, R.D., Cobb, S., French, J.R.D. et al. (1975). Job demands and worker health. HEW Pub No (NIOSH) 715-160, Washington, DC.	1. How much do your coworkers go out of their way to do things to make your work life easier for you? 2. How easy is it to talk to your coworkers? 3. How much can your coworkers be relied on when things get tough at work? 4. How much are your coworkers willing to listen to your personal problems?

SERVe Study: Spouse Baseline Measures

Job Strain - Decision Authority & Psychological Job Demands	Karasek, R., Brisson, C., Kawakami, N., Houtman, I., Bongers, P., & Amick, B. (1998). The Job Content Questionnaire (JCQ): An instrument for internationally comparative assessments of psychosocial job characteristics. <i>Journal of Occupational Health Psychology</i> , 3(4), 322-355.	1. Your job allows you to make a lot of decisions on your own.
		2. On your job, you have very little freedom to decide how you do your work.*
		3. You have a lot of say about what happens on your job.
		4. You do not have enough time to get your job done.
		5. Your job requires very fast work.
		6. Your job requires very hard work.
Intentions to Quit	Boroff, K. E., & Lewin, D. (1997). Loyalty, Voice, and Intent to Exit a Union Firm: A Conceptual and Empirical Analysis. <i>Industrial and Labor Relations Review</i> .	1. I am seriously considering quitting this company for an alternate employer
		2. During the next year, I will probably look for a new job outside this firm.
Role Ambiguity	Rizzo, House & Lirtzman (1970)	1. I know exactly what is expected of me.
		2. I know that I have divided my time properly.
		3. Explanation is clear of what has to be done.
		4. I feel certain about how much authority I have.
		5. I know what my responsibilities are.
		6. Clear, planned goals and objectives exist for my job.
Scale of Perceived Overqualification	Maynard, D. C., Joseph, T. A., & Maynard, A. M. (2006). Underemployment, job attitudes, and turnover intentions. <i>Journal of Organizational Behavior</i> , 27, 509–536.	1. My job requires less training than I have.
		2. The work experience that I have is not necessary to be sucessful in this job.
		3. I have job skills that are not required for this job.
		4. Someone with less training than myself could perform well on my job.
		5. My previous training is not being fully utilized on this job.
		6. I have a lot of knowledge that I do not need in order to do my job.
		7. My training level is above the training level required by my job.
		8. Someone with less work experience than myself could do my job just as well.
		9. I have more abilities than I need in order to do my job.
Control over work hours/Schedule control	Thomas, L.T., & Ganster, D.C. (1995). Impact of Family-Supportive Work Variables on Work-Family Conflict and Strain: A Control Perspective. <i>Journal of Applied Psychology</i> . 80(1), 6-15. - MODIFIED FROM 14 ITEM SCALE	1. How much choice do you have over when you take vacations or days off?
		2. How much choice do you have over when you can take off a few hours?
		3. How much choice do you have over when you begin and end each work day?
		4. How much choice do you have over the total number of hours you work each week?
		5. How much choice do you have over doing some of your work at home or at another location, instead of [insert company name/location]?
		6. How much choice do you have over the number of personal phone calls you make or receive while you work?
		7. How much choice do you have over the amount or times you take work home with you?
		8. How much choice do you have over shifting to a part-time schedule (or full-time if currently part-time) while remaining in your current position if you wanted to do so?
Affective Commitment	Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to Organizations and	1. I feel a strong sense of "belonging" to my organization
		2. I feel "emotionally attached" to this organization

SERVe Study: Spouse Baseline Measures

	Occupations : Extension and Test of a, 78(4), 538–551.	3. I feel like "part of the family" at my organization. 4. This organization has a great deal of personal meaning for me.
Continuance Commitment (spouse version)	Gade, P.A., Tiggie, R.B., & Schumm, W.R. (2003). The measurement and consequences of military organizational commitment in soldiers and spouses. <i>Military Psychology</i> , 15(3), 191-207.	1. It would be too costly for my spouse or partner to leave the military in the near future. 2. I am afraid of what might happen if my spouse or partner quit the military without having another job lined up. 3. A large part of my life would be disrupted if my spouse or partner decided to leave the military now. 4. One of the problems with my spouse or partner leaving the military would be the lack of available alternatives.
Financial Strain	http://sitemaker.umich.edu/avinokur/home	How difficult is it for you to live on your total household income right now? In the next two months, how much do you anticipate that you and your family will experience actually hardships such as inadequate housing, food, or medical attention? In the next two months, how much do you anticipate having to reduce your standard of living to the bare necessities in life?
Interpersonal Conflict	Dierdorff, E. C., & Ellington, J. K. (2008). It's the nature of the work: Examining behavior-based sources of work-family conflict across occupations. <i>Journal of Applied Psychology</i> , 93, 883-892	1. How often is dealing with unpleasant, angry, or discourteous people a part of your current job? This includes both co-workers and residents. 2. How often is dealing with violent or physically aggressive people a part of your current job?
Job Security Index	Probst, T.M. (2003). Development and validation of the Job Security Index and the Job Security Satisfaction Scale: A classical test theory and IRT approach. <i>Journal of Occupational and Organizational Psychology</i> , 76, 451-467.	What is the FUTURE OF YOUR JOB with this organization like? Circle YES if the item describes the FUTURE OF YOUR JOB. Circle NO if the item does not describe the FUTURE OF YOUR JOB. Circle ? if you cannot decide. Please choose a response for each item. Sure Up in the air Stable My job is almost guaranteed
Enacted Safety Climate/Extrinsic Safety Motivation	Probst, T.M. & Brubaker, T.L. (2001)	When I ignore safety rules, my supervisor gets very concerned. **THIS ITEM ADAPTED FROM ORIGINAL My supervisor strictly enforces safety rules and regulations. My supervisor praises me when he or she sees that I am following proper safety procedures.
Safety Compliance	Neal, A., Griffin, M. A., & Hart, P. M. (2000)	I carry out my work in a safe manner. I use all the necessary safety equipment to do my job. I use the correct safety procedures for carrying out my job. I ensure the highest levels of safety when I carry out my job.
Deployment readiness (spouse option 2)	Vinokur, A. D., Pierce, P. F., Lewandowski-Romps, L., Hobfoll, S. E., & Galea, S. (2011). Effects of war exposure on air force personnel's mental health, job burnout and other organizational related outcomes. <i>Journal of Occupational Health Psychology</i> , 16(1), 3–17. doi:10.1037/a0021617	Should your partner/spouse be deployed again, how strongly do you agree or disagree with each of the following statements about deployment for you and your family? 1. My personal life and affairs are organized so that I am ready for my partner to deploy with little advance notice. 2. I am emotionally prepared for my partner to deploy at any time. 3. I always keep my legal and financial affairs in order.

SERVe Study: Spouse Baseline Measures

		4. I am physically able for my partner to deploy at any time.
		5. I am mentally prepared for my partner to deploy at any time.
Support for reenlist	Kelley, Hock, Bonney, Jarvis, Smith, & Gaffney (2001)	1. How likely is your partner/spouse to reenlist at their next EAOS?
Self Reliance Index (SRI)	McCubbin & Patterson (1982)	<i>When your military spouse is away from you (field assignments, temporary duty, etc.) how well are you able to:</i>
		1. Handle/discipline child(ren)
		2. Get jobs done at home (cook meals, do laundry, do maintenance work, etc.)
		3. Get to and use military and civilian stores and services
		4. Offer support and encouragement to your child(ren)
		5. Handle family finances
		6. Keep busy and do things you value and are interested in.
		7. Make decisions for the family
		8. Maintain a positive attitude toward your spouse being away
		9. Handle emergencies (medical, major breakdown in household equipment, theft, etc.)
Fear for Soldier's Safety	Burrell, L.M., Adams, G.A., Durand, D.B., & Castro, C.A. (2006). The impact of military lifestyle demands on well-being, army, and family outcomes. <i>Armed Forces & Society</i> , 33(1), 43-58.	1. I worry about my spouse being injured while on deployment.
		2. I worry about my spouse being killed on a deployment.
		3. There is a strong possibility that my spouse will be involved in combat during a deployment.
		4. Given my spouse's job in the military, there is a higher risk for injury or death during deployment.
Collective Self-Esteem Scale	Luhtanen, R., & Crocker, J. (1992). A Collective Self-Esteem Scale: Self-Evaluation of One's Social Identity. <i>Personality and Social Psychology Bulletin</i> , 18(3), 302–318. doi:10.1177/0146167292183006	1. Overall, the military has very little to do with how I feel about myself
		2. Belonging to the military is an important reflection of who I am
		3. Belonging to the military is unimportant to my sense of what kind of person I am
		4. In general, belonging to the military is an important part of my self- image
Mini International Personality Item Pool (IPIP)	Donnellan, M.B., Oswald, F.L., Baird, B.M., & Lucas, R.E. (2006). The mini-IPIP scales: Tiny-yet-effective measures of the big five factors of personality. <i>Psychological Assessment</i> , 18(2), 192-203.	I am the life of the party
		I don't talk a lot (R)
		I keep in the background (R)
		I talk to a lot of different people at parties
		I get chores done right away
		I often forget to put things back in their proper place (R)
		I like order
		I make a mess of things (R)
		I have frequent mood swings
		I am relaxed most of the time (R)
		I get upset easily
		I seldom feel blue (R)
Dimensions of Anger Reactions (DAR)	Forbes, D., Hawthorne, G., Elliott, P., McHugh, T., Biddle, D., Creamer, M., & Novaco, R. W. (2004). A concise measure of anger in combat-related posttraumatic	<i>Please indicate the degree to which each statement describes your feelings or behavior.</i>
		I often find myself getting angry at people or situations.
		When I get angry, I get really mad.

SERVe Study: Spouse Baseline Measures

	stress disorder. <i>Journal of Traumatic Stress</i> , 17(3), 249-256.	When I get angry, I stay angry. When I get angry at someone, I want to clobber the person. My anger interferes with my ability to get my work done. My anger prevents me from getting along with people as well as I'd like to. My anger has had a bad effect on my health.
Dimensions of Anger Reactions II (DAR-II) -- Perceptions of vet	Forbes, D., Hawthorne, G., Elliott, P., McHugh, T., Biddle, D., Creamer, M., & Novaco, R. W. (2004). A concise measure of anger in combat-related posttraumatic stress disorder. <i>Journal of Traumatic Stress</i> , 17(3), 249-256.	Please indicate the degree to which each statement describes your feelings or behavior. My spouse often gets angry at people or situations. When my spouse does get angry, he/she gets really mad. When my spouse gets angry, he/she stays angry. When my spouse gets angry at someone, he/she wants to hit or clobber the person.
Risky Behaviors	VA new generation study (Kathleen Carlson)	How often do you use seat belts when you drive or ride in a car? Do you ride a motorcycle? Do you usually drive...(mark only one) During the past 4 weeks, how many people have you had sex with? During the past 4 weeks, have you had sex with someone who is not your main partner or whom you do not consider to be (If yes) thinking back to the last time you had sex with that person, was a condom used?
	Cuadrado, M., & Lieberman, L. (2012). Use of a short gambling screen with an arrestee population: A feasibility study. <i>Journal of Gambling Studies</i> , 28(2), 193-205.	How many times have you gambled for money in the past 30 days
Demographics	Department of Veteran Affairs: National Survey of Veterans (NSV) http://www.va.gov/vetdata/docs/SurveysAndStudies/AppendixAQuestionnaires.pdf WFHN	What is your gender What is your age? What is the highest degree or level of school you have completed? Are you of Hispanic, Latino or Spanish Origin? What is your race/ethnicity? What is your current employment status? What is the name of your current employer? What industry sector do you work in? When did you start working for (primary employer)?

SERVe Study: Spouse Baseline Measures

	Which of the following best describes your work schedule at this job?
	Do you have one or more additional jobs outside of your job at (primary company)?
	What is your approximate gross income before taxes for the past 12 months?
	How many hours do you work in an average week at (primary employer)?
	How many hours do you work in an average week at all of your jobs put together, including your primary job?
	At ____ (Primary Job) ____, how many employees report directly to you as their supervisor? If none (i.e., you are not a supervisor), select 0.
Sandwich Generation	Are you currently providing care for one or more elderly or adult dependents at least 3 hours per week? Caregiving activities could include providing transportation, doing yard work, managing money, etc.
	What is your current marital status?
	How long have you been in a relationship with your partner/spouse?
	How many children do you have?
	How many dependent children do you have living in the home at least 3 days per week?
	What are the ages of these children (dependent, living at home at least 3 days a week)?
	Are any of these children [dependent, living at home at least 3 days a week] from a previous union?
	Do you have any children living at home who have a developmental disability, physical health problem, or long-term serious mental health problem?
	Have you ever been a member of the military?
	What best describes your current military status?
	(Separated only): In which month and year did the separation occur?
Macera et al., 2013. Do sleep problems mediate the relationship between traumatic brain injury and development of mental health symptoms after deployment? <i>Sleep</i> , 36 (1), 83-90.	What is your <u>present or last</u> service branch/military component?
VA-connected Disability Rating	"What, if any, VA-connected disability rating to you currently have? Select "None" if "No, I don't have a rating," or "My 1st claim is pending but I don't presently have a rating", or "I applied X number of time, but have been denied." Select "0%" if = "I have been evaluated as having a disability, but it has not been shown to meet the VA standards for impairment."
CANG	How long have you been in the military?
	How many total months have you been deployed (combat or peacekeeping) since September 11, 2001?
	How many times since September 11, 2001 have you deployed for more than 30 days to any of the following?
	Iraq

SERVE Study: Spouse Baseline Measures

		Afghanistan
		Kuwait
		Africa
		International/non-combat zone
		Domestic

Appendix H.

Veteran Supportive Supervisor Training



VSSTTM

Veteran-Supportive Supervisor Training

The premiere training tool of the SERVe Project

www.servestudy.org

 **SERVE**[™]
Study for Employment Retention of Veterans

- Official training program of the Study for Employment Retention of Veterans (SERVe)



- SERVe's goal is to improve the health and well-being of service members and their families, and to increase retention of veterans in the workforce by training supervisors to better support their employed service members.

Veteran-Supportive Supervisor Training VSST



As a supervisor, you will learn supportive behaviors to help you better communicate with your veteran employees. VSST includes the following:

- Provides you training to support veteran reintegration into the workplace and improve employment retention of service members
- Develops a culture of support for the military in the workplace, leading to decreased stress and increased performance of employees
- Identifies unique strengths veterans bring to the workplace that helps you and them do their job better
- Describes the workplace benefits of providing support to help service members combine their work with their non-work, military, and family lives
- Provides resources to employers, veterans, and their families
- Provides supervisory skills training to improve supervision of all employees
- Reduces stress and increases support associated with improved health of workers and ultimately increased productivity on the job



Overview of Training Modules



Module 1: Creating a Culture of Support

Provides background information about the military, positive military values, unique needs and possible barriers to success faced by service members reintegrating into the workplace, post-deployment employment issues.

Module 2: Veteran and Family Support

Deployment, as well as military service can present challenges for work-life balance. This module focuses on how the work and non-work realms of life interact when military service is layered on top. Provides specific ways in which supervisors can support their employees in this endeavor.

Module 3: Performance Support

Provides information on basic managerial practices including the importance of providing clear resources and a roadmap on how to use them, and feedback and coaching, as well as veteran-specific performance support.

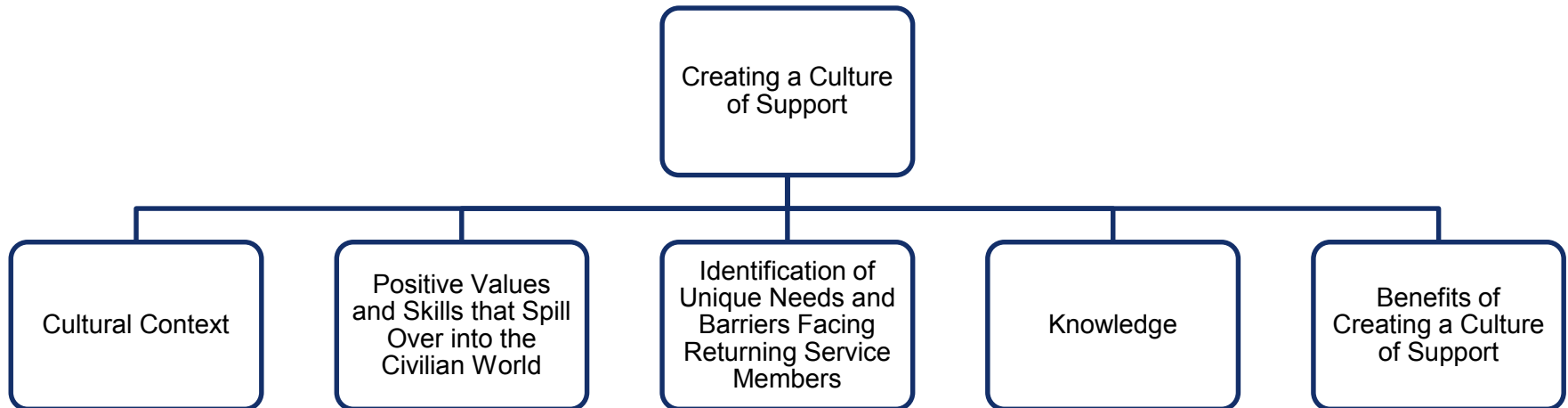


VSST Module 1

Creating A Culture of Support

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Module 1: Building blocks that make up a culture of support



Module 1: Creating a Culture of Support

Military Service Pre/Post 9/11

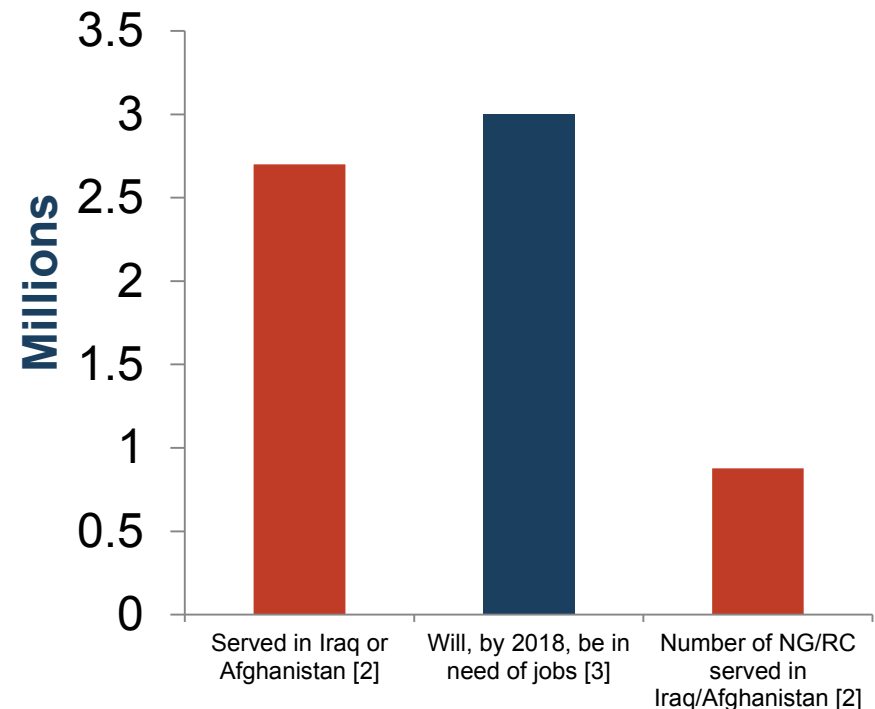
Pre 9/11

The National Guard and Reserve Component (NG/RC) service members could expect one weekend of military training (called drilling) per month and 2 weeks per year ^[1].

Post 9/11

The NG/RC routinely left jobs and families to spend several months in training before deploying for a year or longer^[1]. Many had several deployments.

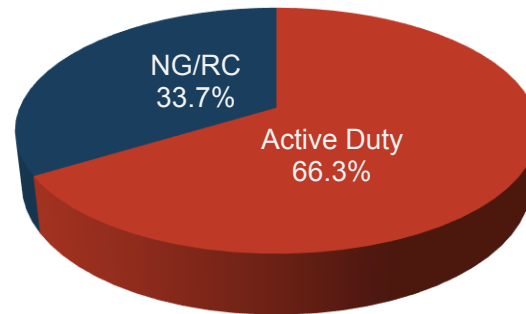
Number of Post 9/11 Veterans



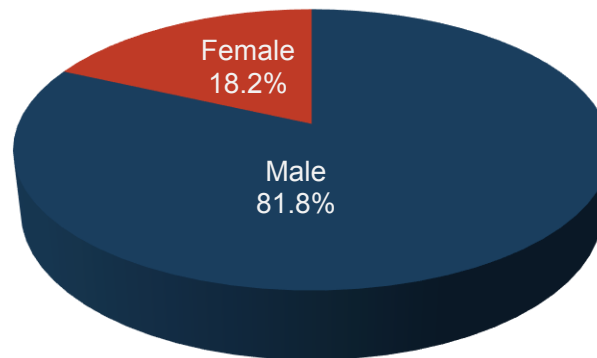
Module 1: Creating a Culture of Support

Demographics –US Military Forces

U.S. Military Forces^[4]

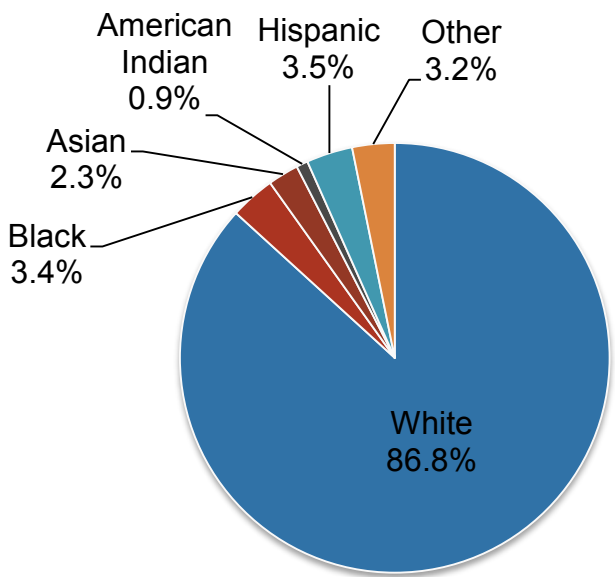


Gender – All Branches^[4]

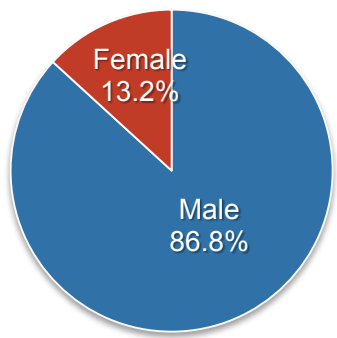


Module 1: Creating a Culture of Support

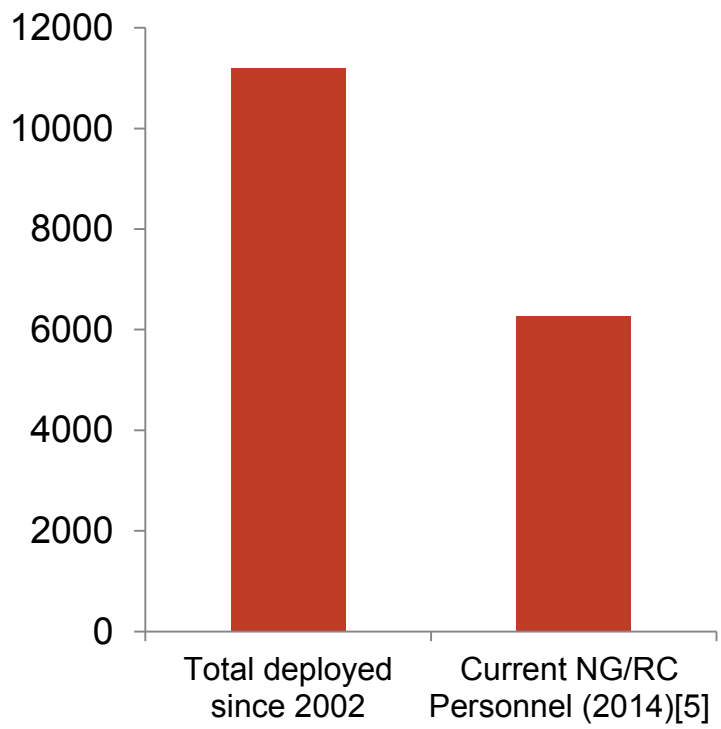
Demographics - Oregon



Diversity – National Guard^[5]



Oregon Service Members



Module 1: Creating a Culture of Support

Military Core Values



Core Values are instilled in all service members from the first day of training. Service members are taught to exemplify these values in all aspects of their life.

Army

Loyalty
Duty
Respect
Selfless Service
Honor
Integrity
Personal Courage

Air Force

Integrity First
Service
Before Self
Excellence in
All We Do

Marines

Honor
Courage
Commitment

Navy

Honor
Courage
Commitment

Coast Guard

Honor
Respect
Devotion to
Duty

Module 1: Creating a Culture of Support

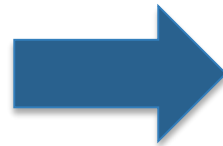
Military Values and Skills

Positive Military Values and Skills that Spill Over into the Civilian Workplace

Positive Military Values and Skills:

- Responsibility
- Discipline
- Teamwork
- Resiliency
- Leadership
- Technical skills
- Work ethic
- Problem solving skills

Leads to...



Civilian World Values and Skills:

- Positive personal changes
- Team player
- Cross-trained in multiple skills and varied tasks
- Leadership on the job
- Appreciation for a job well done
- Strong work ethic and problem solving skills

Everyone, civilian and veterans, bring unique strengths to the workplace and each of them have unique needs. We will discuss how to address these unique needs and how to identify some of the potential barriers, to make your job as a supervisor easier, and to make their jobs as team members/employees better.

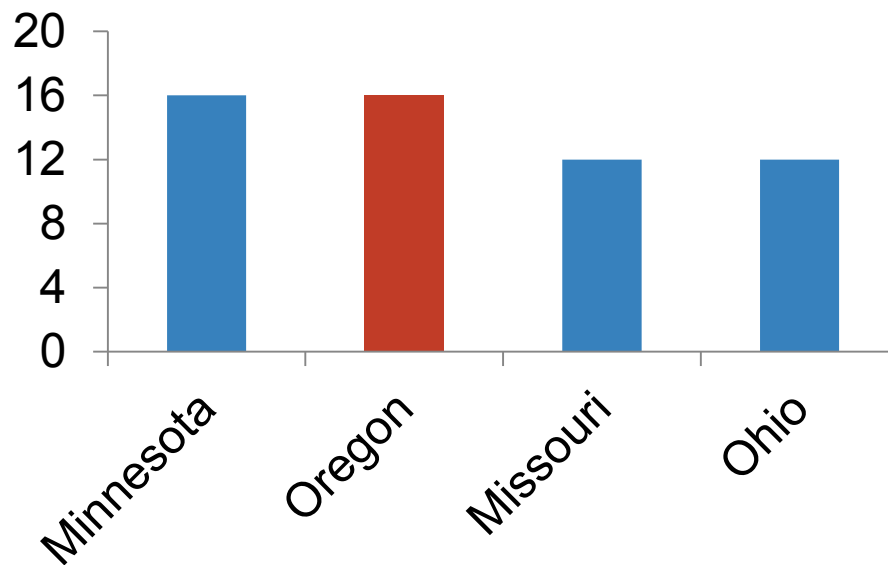
Unique Needs and Barriers Facing Returning Service Members

These may be more pronounced for our service members who have been deployed, especially to combat zones.

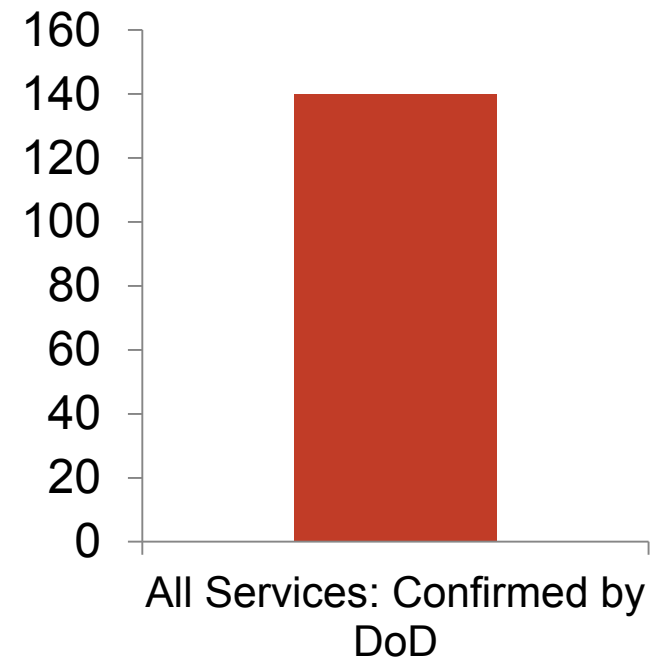
- Job Loss and Unemployment
- Homelessness
- Depression
- Substance Abuse
- Military Sexual Trauma (MST)
- Risk of Suicide (especially among the National Guard)
- Domestic Violence
- Marital Problems
- Signature invisible wounds of Traumatic Brain Injury (TBI) and Post Traumatic Stress Disorder (PTSD)

Module 1: Creating a Culture of Support Suicide

Suicide By State 2007-2011^[8]



Suicides Nationally 2012^[9]



Module 1: Creating a Culture of Support Knowledge



ESGR (Employer Support of the Guard and Reserve) provides guidance for employers to abide by the **USERRA** law. The Statement of Support Program is the cornerstone of ESGR's effort to gain and maintain employer support for the Guard and Reserve. The intent of the program is to increase employer support by encouraging employers to act as advocates for employee participation in the military. Supportive employers are critical to maintaining the strength and readiness of the nation's Guard and Reserve units.

The [Uniformed Services Employment and Reemployment Rights Act](#) of 1994 (**USERRA**) is a federal law that establishes rights and responsibilities for uniformed service members and their civilian employers.

USERRA is a federal law intended to ensure that persons who serve or have served in the Armed Forces, Reserves, National Guard or other uniformed services: (1) are not disadvantaged in their civilian careers because of their service; (2) are promptly reemployed in their civilian jobs upon their return from duty; and (3) are not discriminated against in employment based on past, present, or future military service.

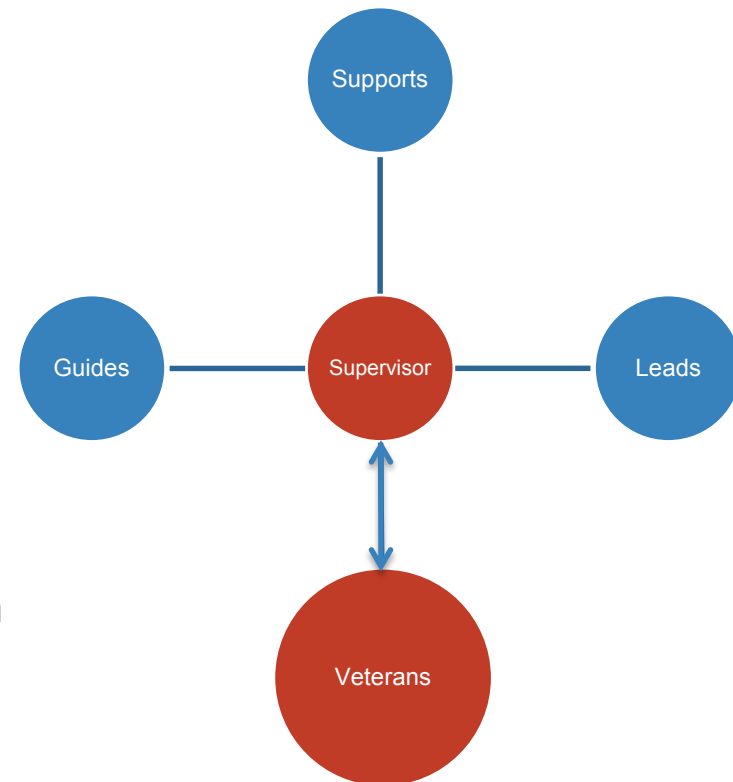
USERRA Eligibility Requirements:

- Employed in a job that was not of a brief, non-recurrent period
- Left for the purpose of military service
- Gave employer prior notice of military duty
- Not exceeded the 5-year cumulative limit
- Received an Honorable Discharge (DD214)
- Timely application for re-employment

Module 1: Creating a Culture of Support Benefits

The Role of the Supervisor

- The supervisor and/or manager is the linking pin in creating a supportive culture for returning service members.
- Supervisors are in the critical position to provide support.
- Creating a culture of support helps fulfill moral and ethical obligation of taking care of our service members.
- Supervisors can learn to be more supportive through training, thereby improving the lives of their employees and benefitting their organizations.



Module 1: Creating a Culture of Support Benefits

When an employee knows that their company and/or supervisor is providing high levels of support they often report





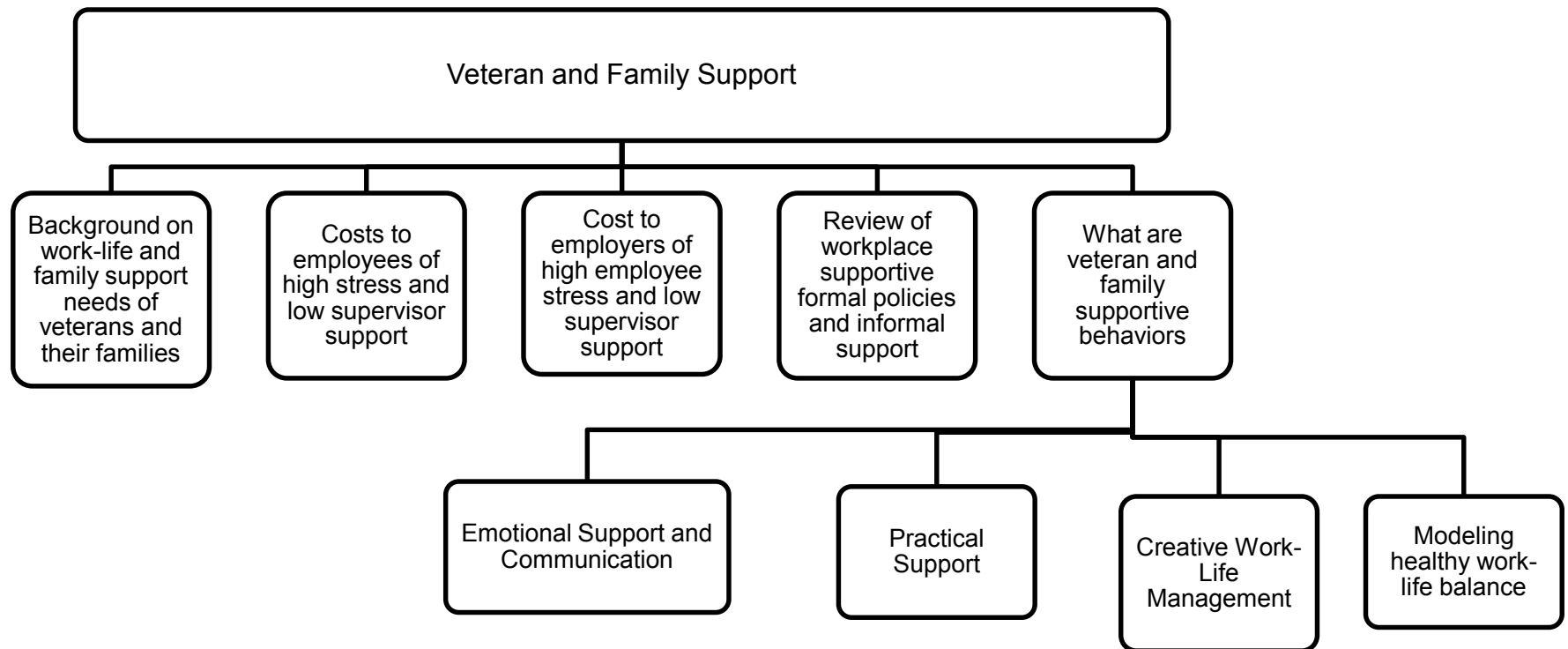
VSST Module 2

Veteran and Family Support

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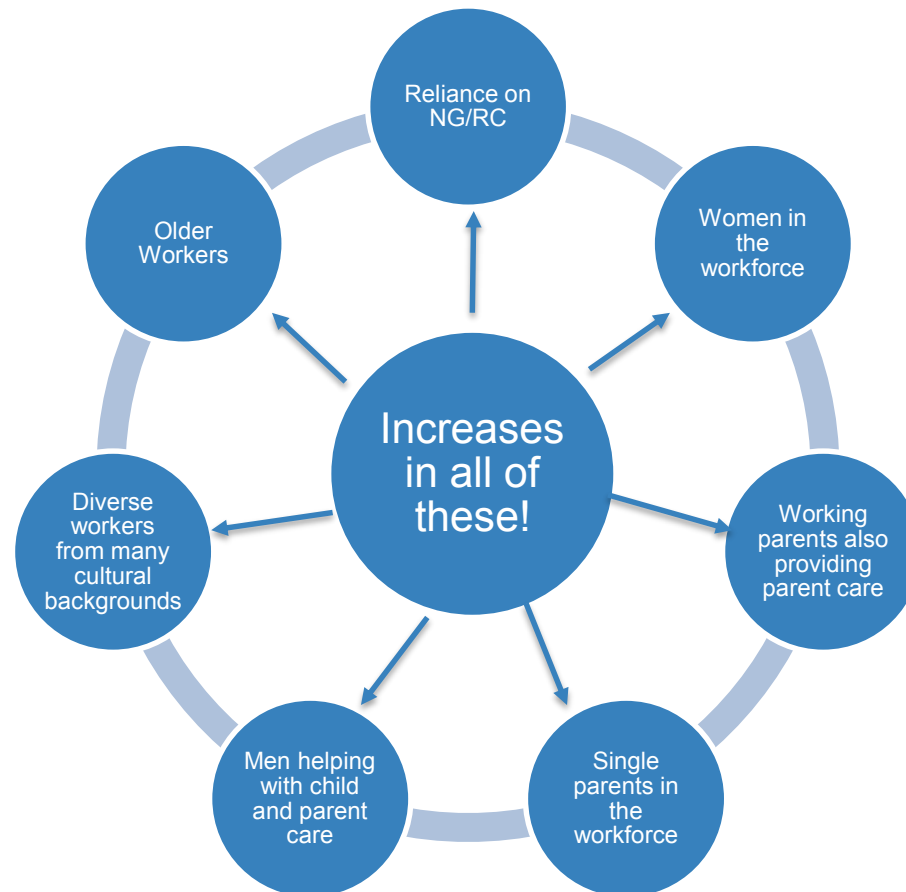


Module 2: Building Blocks for Supervisor Veteran and Family Support



Module 2: Veteran and Family Support Background

The workplace has changed in the last 20 years [9][10]



Module 2: Veteran and Family Support Background

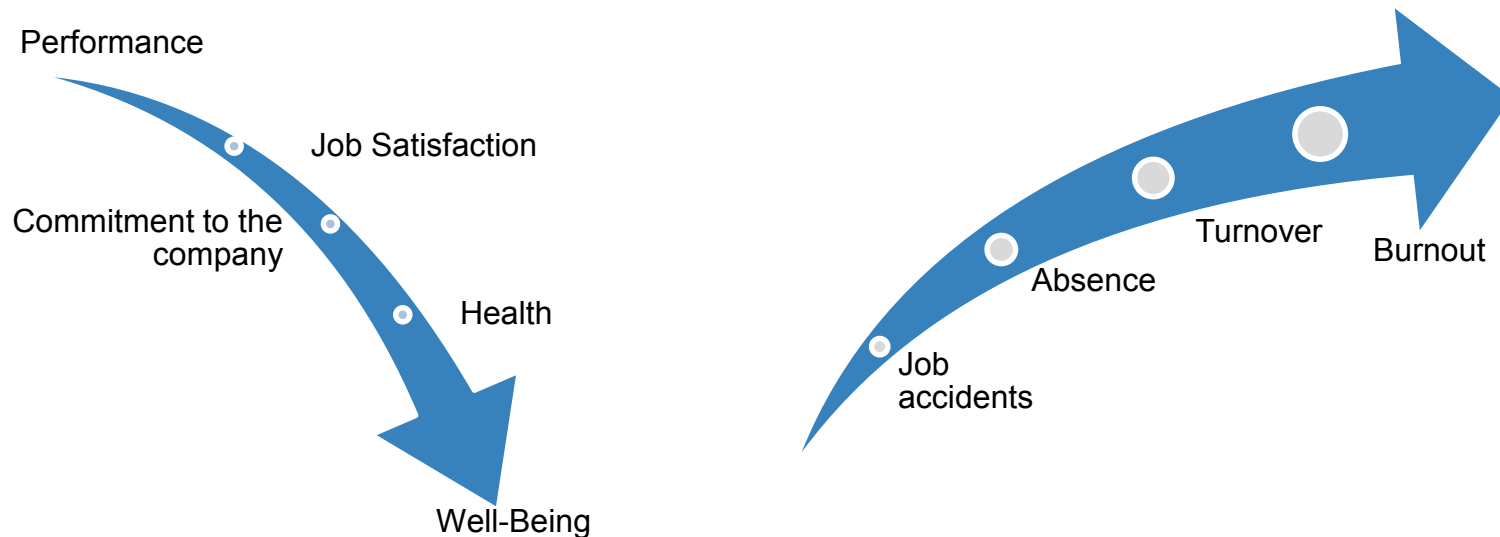


The Effects of Deployment, and Return, on Families

- Most returning service members, given a few months, will successfully readjust to life back home.
- Service members coming from war zones may have stress reactions, but only a small number will develop PTSD^[10].
- Many families and service members also report positive reactions to deployment, such as:
 - New maturity
 - More appreciation for family and family time
 - More focus on spending quality time with those they love
 - More dedication and belief in their job and mission
 - More sense of confidence and pride in themselves and their family

Module 2: Veteran and Family Support Costs to Employers

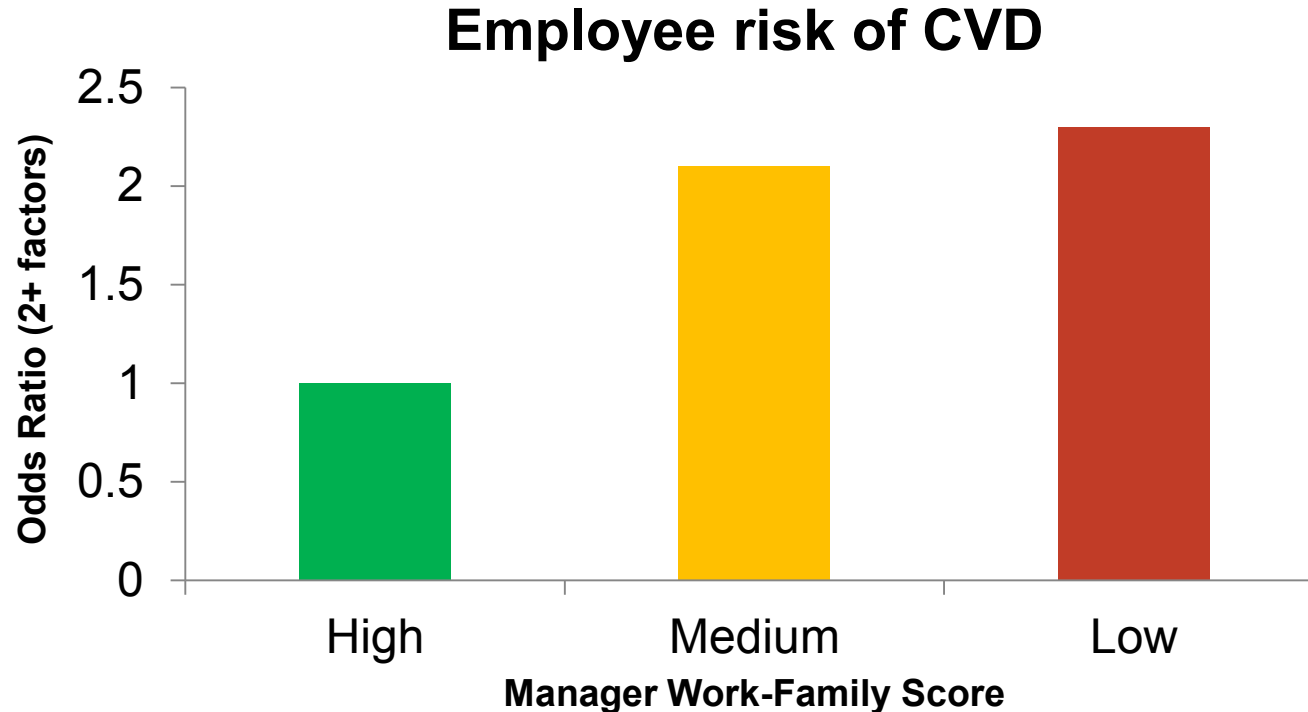
Higher levels of stress and work-family conflict for employees cause:



Module 2: Veteran and Family Support Supportive Management & Employee Health



Employees with high support from managers have a lower risk for Cardiovascular Disease^[10].



Module 2: Veteran and Family Support Supportive Management & Employee Health

Employees with high support from managers also sleep more^{10]}.

Support and Sleep

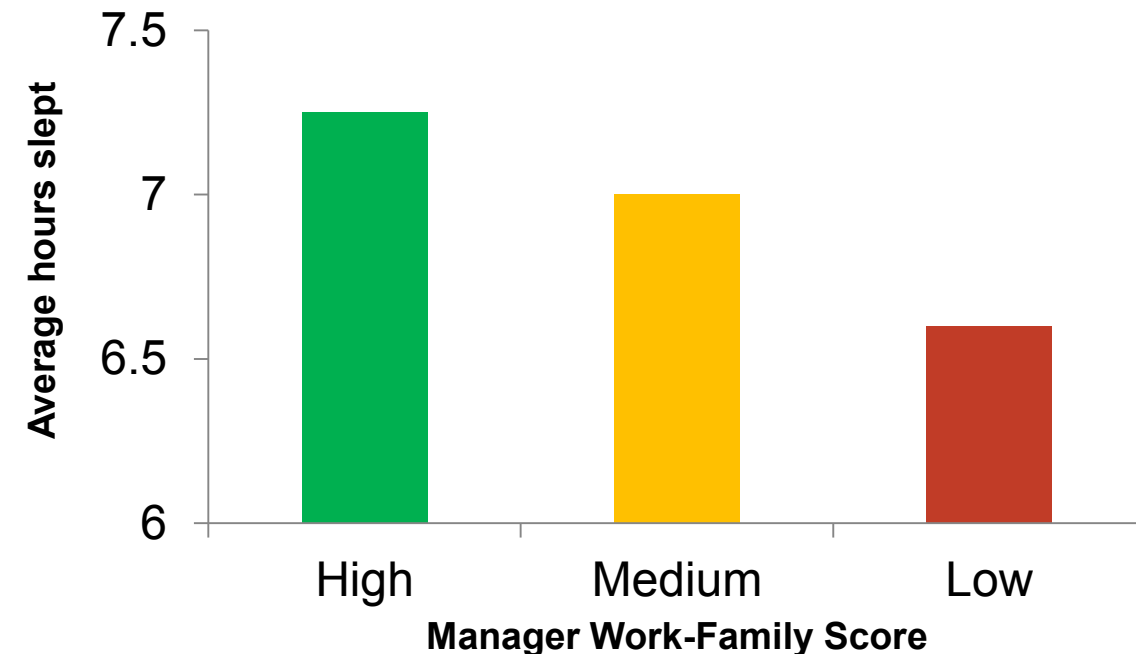
Summary:

Average Sleep Duration: 6 hrs 40 min

Workday sleep duration: 6 hrs 03 min

Day-off sleep duration: 7 hrs 53 min

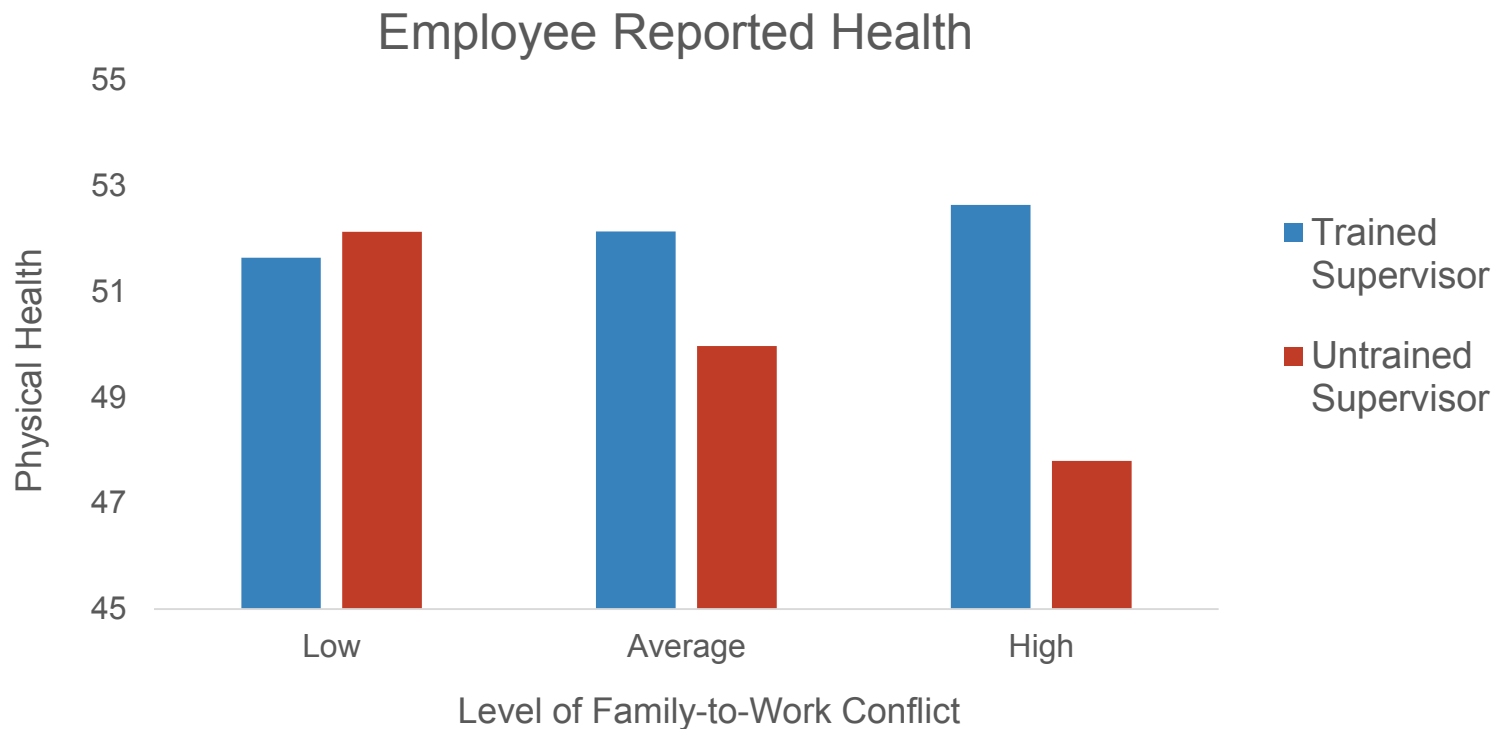
'Sleep Debt' on workdays: 1 hr 50 min



Module 2: Veteran and Family Support Supportive Management & Employee Health



Employees with supportive managers are more likely to report higher levels of physical health, especially those with high Work-to-Family Conflict^[11]



Family and Medical Leave Act (FMLA)

Entitles **eligible*** employees of **covered employers*** to take FMLA leave for any “qualifying emergency” arising from the foreign deployment of the employee’s spouse, son, daughter, or parent with the Armed Forces.

Or

To care for a service member with a serious injury or illness if the employee is the service member’s spouse, son, daughter, parent or next of kin.

Employee Assistance Programs (EAP)

Offers support and help in dealing with alcohol and drug abuse, death and dying, depression, divorce, domestic violence and rape, financial issues, pain management smoking, sexually transmitted diseases, and literally dozens of other life challenges.

Costs to the Employees

- Supervisors should be aware of workplace supportive policies and should also learn how to provide supportive behaviors.
- Our research demonstrates that when supervisors are trained to engage in family supportive supervisor behaviors, employees report high levels of physical health and job satisfaction and lower levels of turnover intentions.

What are Veteran and Family Supportive Behaviors?

IMPORTANT: Research has shown that there is a PERCEPTUAL GAP between the amount of work-life support a supervisor believes he or she is providing to employees and what employees report they are getting.

Module 2: Veteran and Family Support

Family Supportive Supervisor Behaviors



Emotional Support and Communication

- Behaviors: Increase face-to-face contact; ask how employees they are doing, communicate genuine concern about work/nonwork (including family, military service, community, and personal) challenges

Practical Support

- Behaviors: Encourage employees to share schedule needs and constraints; learn new skills/jobs to increase their ability to fill different positions

Four Facets of Veteran and Family-Supportive Supervisory Behaviors

Role Modeling

- Behaviors: Show how you are taking care of your own work/nonwork challenges

Creative Management

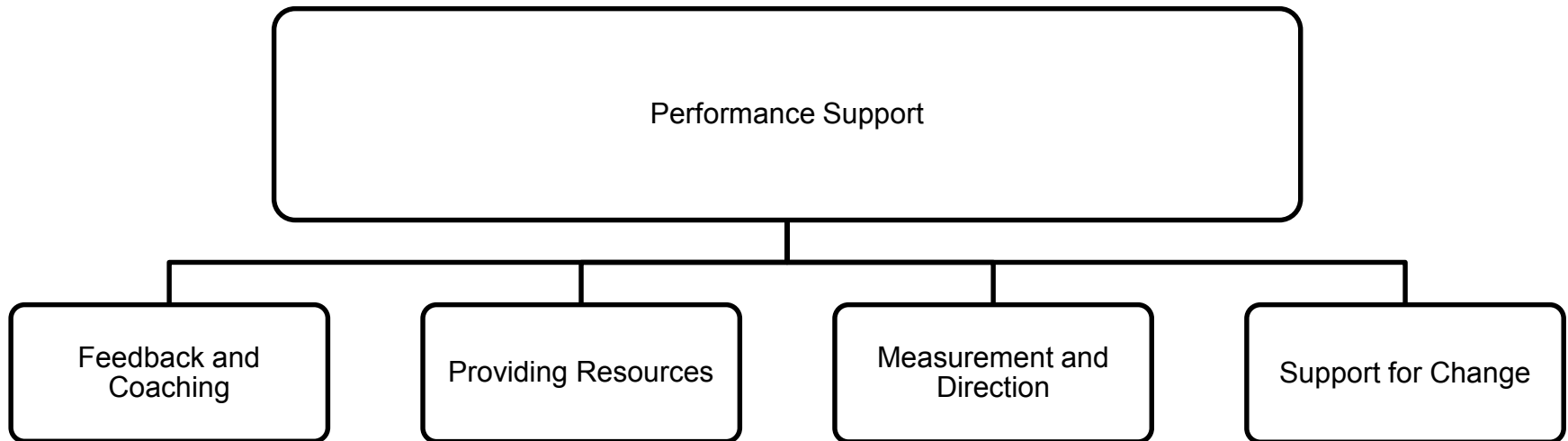
- Behaviors: Communicate and be knowledgeable about work/life policies and programs ; consider department/team relationships with other departments



VSST Module 3

Performance Support

www.servestudy.org



Module 3: Performance Support Feedback and Coaching



The military relies on on-the-job training and teaches skills by allowing service members to observe, engage and receive feedback immediately. Service members do not always see the lack of prior experience or differing experiences as a barrier.

Successfully providing feedback and coaching may include:

- Behaviors that ensure employees know how to produce what is expected of them (e.g. knowledge, skills and abilities)
- Providing praise for a good idea or work result.
- Giving or asking about feedback regarding performance data, progress towards set goals, or the quality of work.
- Asking about and utilizing skills acquired during military training.
- Demonstrating an understanding of military work structure and hierarchy.

Module 3: Performance Support Providing Resources



- May be as simple as offering accommodations (choosing where to sit, written instructions, allow for frequent movement, reduced noise level or lighting in a work area etc.) that are needed and requested by service members, especially by those who have been deployed to combat zones.
- Provide and inquire about the adequacy of their equipment, tools, resources, and comfort of their work area
- Directly assisting employees with a task
- Provide guidance on how groups can be more efficient
- Teach an employee a technical skill or safe work strategy

Module 3: Performance Support Direction and Information



- Behaviors that let the employee know what is expected of them
- Provide a clear and organized workplace model. The lack of structure in the civilian workplace can frustrate service members, causing them to disengage
- Setting goals and tasks or sharing a clear and measurable expectations
- Engaging service members in roles that allow them to continue their service
- Allowing employees to take initiative or work at a self-directed pace, when possible

Module 3: Performance Support Planned Change/Transfer of Training



- Supervisor behaviors that show commitment to the employee's well being are critical to this training having a lasting effect.
- This involves integrating the entire work group, modelling supportive behavior and actively addressing potential negativity in the workplace.
- Actively addressing stigma, stereotyping and discrimination in the workplace
- Asking for or listening to all employees suggestions about the work environment
- Addressing the workgroup as a whole, rather than singling out the veteran for special treatment



VSST Follow up Behavior Tracking

www.servestudy.org

- Assists in the transfer of training to specific behaviors
- Daily exercise lasting 2 weeks after computer training
 - *2-5 minutes each day*

Designed specifically so that ALL supervisors can complete regardless of who they are currently supervising

VSST Behavior Tracking Examples



Creative Management:

- Example: Implementing cross training in a work group to enable more employee schedule flexibility to meet demands both on and off the job

Emotional and Communication Support:

- Example: Expressing empathy, understanding, or offering help when an employee shares a nonwork or personal challenge

Daily Job and Personal Problem Solving:

- Example: Adjusting or facilitating work assignments to support employees' nonwork or personal needs

Role Modeling:

- Example: Sharing a nonwork or personal priority of your own with an employee

VSST Behavior Tracking Examples cont.



Feedback and Coaching:

- Example: Encouraging employees to maintain a positive attitude and offering praise for a job well done.

Providing Resources:

- Example: Asking an employee about the adequacy of their equipment, tools, or resources and providing help when needed.

Measurement and Direction:

- Example: Collecting or recording data on individual or group performance.

Support for Change:

- Example: Expressing support for the VSST process, or discussing challenges that arise while people make changes.

Bronze VSST Certification

- Completing baseline cTRAIN + 5 behavior tracking logs in 2 weeks

Silver VSST Certification

- Bronze + 2 Above and Beyond items

Gold VSST Certification

- Bronze + 3 Above and Beyond items

“Above and Beyond” options:

Additional content modules on specific topics (about 10 minutes each)
Posting in the secure Supervisor Forum

Thank you,

Questions?

Appendix I.

Advisory Board Members



ADVISORY BOARD

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Appendix J.
Advisory Board
Agenda



Advisory Board Meeting
August 7, 2013
9:00 – 4:00
Smith Memorial Center 296/298
Portland State University

MEETING AGENDA

Meeting facilitated by: Dr. Leslie Hammer, Principal Investigator

	TIME
<i>Continental Breakfast available</i>	8:30 – 9:00
1. Introductions	9:00 – 9:15
a. Members of the Advisory Board	
b. Staff	
2. Grant Overview	9:15 – 10:15
a. Specific Aims: Training Evaluation and Daily Family Study	
b. Timeline	
c. Human Subjects Protection Review (IRB) status	
3. Break	10:15 -10:30
4. Recruitment – Review protocols, materials and provide feedback	10:30-12:00
a. Employer Strategy	
b. Veteran/Spouse Strategy	
c. VA Medical Center/OHSU	
d. Daily Family Survey	
5. Lunch (provided)	12:00 – 1:00
6. Veteran Supportive Supervisory Training	1:00 –2:00
a. Conceptual Model	
b. Review outline of training content	
c. Training delivery - web-based training and behavior tracking	

7. Surveys	2:00 – 2:45
a. Data collection schedule – from who and when	
b. Review specific aims to map on to survey content	
c. Baseline surveys:	
i. Veteran Survey	
ii. Spouse/Partner Survey	
iii. Supervisor Survey	
iv. Employer/Organizational Information	
8. Break	2:45 – 3:00
9. Focus Groups – Veterans, Employers, Spouse/Partners	3:00 – 3:45
a. Review purpose	
b. Review questions	
c. Logistics: samples, locations, timing	
10. Review any action items and next steps	3:45 – 4:00